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ABSTRACT

This study compared the attitudes of Black and White students in academically gifted programs to determine if attitudes of Black students toward giftedness and toward their peers in programs for the gifted are a factor in the under-representation of Black students in gifted programs. Sixty-five students in ninth grade in a Richmond, Virginia, school for the gifted, who had attended a regular public school program for the gifted the year before, were surveyed, with usable responses from 15 Black students and 33 White students. Survey results indicated that there were no significant differences in attitudes of Black and White gifted students toward giftedness and toward people in programs for the gifted. All Black students and 97% of White students were pleased to be identified as academically gifted. The majority of all students enjoyed programs for the gifted and felt that they were worthwhile. All the Black students and 85% of White students felt they learned a lot from their classes for the gifted. While a small percentage of Black students indicated more negative attitudes by peers, this was offset by more White students who felt left out of activities by their friends and who were teased about being in the gifted program. The paper concludes with suggestions for including more Black students in programs for the academically gifted. An appendix contains comments by gifted Black students and bar graphs depicting responses by Black and White students on each questionnaire item. (JDD)

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A COMPARISON OF THE ATTITUDES OF BLACK AND WHITE STUDENTS TOWARD ACADEMICALLY GIFTED PROGRAMS

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ABSTRACT

This study compared the attitudes of Black and White students in academically gifted programs to determine if attitudes of Black students toward giftedness and their peers in programs for the gifted are a factor in the under-representation of Black students in programs for the gifted. Blacks comprise 20.1% of the school population, but only 11.1% of the students in programs for the gifted. While the literature attributes this under-representation to overt and covert racism, teacher prejudice, biased content area, limited process of identification, low referral rates of blacks from parents and teachers, and cultural and class differences manifested in different gifted behaviors, little attention is given to the attitudes of Black students or their peers. It was my hypothesis that Black students would be more negatively affected by peers and have poorer attitudes that White students toward academically gifted programs. In this study I surveyed fifty-eight students in the ninth grade in a Richmond school for the gifted. These students had been in a regular public school program for the gifted prior to this year. Each student was asked to respond to twenty five questions related to his perception of gifted programs and the attitudes of his peers who were not in gifted programs. Students rated themselves from very true about me to not at all true about me.

The results of this study indicated that there were no significant differences in attitudes of Black gifted students and white gifted students toward giftedness and people in programs for the gifted. A larger sampling of students both in and not in programs for the gifted would be a better indicator. While a small percentage of Black students indicate more negative attitudes by peers, this was off-set by more white students who felt left out of activities by their friends and who were teased about being in the gifted program.

A great majority of all students enjoyed programs for the gifted and felt they were worthwhile. One hundred percent of the Blacks and eighty five percent of Whites felt they learned a lot from their classes for the gifted. Because most respondents indicated the value of classes for the gifted overrode negative peer attitudes, it appears essential that efforts be made to involve more Black students in programs for the gifted.

CHAPTER 1

THE PROBLEM

Blacks comprise 20.1% of the school population, but only 11.1% of the students in programs for the gifted. The literature attributes this under-representation to overt and covert racism, teacher prejudice, biased content area, a limited process of identification, low referral rates of Blacks from parents and teachers, and cultural and class differences manifested in different gifted behaviors. There is little attention given to the attitudes of Black students or their peers, however. A negative attitude toward an academically gifted program can erase any progress made to include Blacks in academically gifted programs. Therefore, it is necessary to determine if any negative attitudes toward gifted programs exist, and if so, address methods to combat those negative attitudes.

The purpose of this study is to compare the attitudes of Black and White students toward academically gifted programs. Suggestions to include more Blacks in academically gifted programs will be made.

It is my hypothesis that Black students will be more negatively affected by peers and have poorer attitudes than White students toward academically gifted programs. These negative attitudes result from negative peer pressure. Parental influence will also negatively affect the attitudes of students. I believe that these negative attitudes held by Blacks contribute to the under-representation of Blacks in academically gifted progams.

In order to compare the attitudes of Blacks and Whites toward academically gifted programs this paper will review the literature relating to Blacks in academically gifted programs. A study of the attitudes of Blacks and White students enrolled in a program for the gifted will then be conducted. Students will be surveyed to determine their

attitudes toward academically gifted programs. The results will be analyzed and suggestions for future improvements will be examined.

CHAPTER II

LITERATURE REVIEW

Many professionals have stated repeatedly that all abilities necessary for qualification for academically gifted programs can be found in every ethnic and racial group and at all socioeconomic levels. "Therefore a logical conclusion is that the definition of gifted (and giftedness) refers to all students."[1] However, Adler (1967) observed that "the lowest proportion of children being idenified as gifted come from Black, Italian, Mexican-American, and American Indian populations."[2] Therefore, consideration should be given to how students are identified as academically gifted. Many experts believe that several factors hinder the identification of Black students. Several of these factors are as follows:

1. Definitions of giftedness that reflect middle-class, majority-culture values and perceptions (Maker, 1983)

2. Standardized tests that do not reflect the exceptional abilities of minority students (Davis & Rimm 1985; Kitano & Kirby, 1986; Mac Millan, 1982; Alvino, and Mc Donnel, 1982);

3. Low referral rates for assessment of giftedness from parents and teachers,(Clark, 1983; Davis & Rimm, 1985; Kitano and Kirby, 1986)

4. Low socioeconomic status causing differences in environmental opportunities that enhance intellectual achievement (Clark, 1983; Davis and Rimm, 1985; Frierson, 1965; Gay, 1978; Kitano and Kirby, 1986; Maker, 1983) and

5. Cultural and class differences in the manifestation of behaviors indicative of giftedness (Baldwin, 1985; Clark, 1983; Davis & Rimm, 1985; Frierson, 1965; Gay, 1978; Kitano & Kirby, 1986; Forrence, 1977.)[3]

Alexinia Baldwin, an expert on Black academically gifted students argues that there is a long history of neglect of Black history in schools. Black students are not exposed to the fact that Black Americans were major contributors to the development of the nation. Likewise, non-Black students are denied the opportunity to expand their knowledge of different

cultural groups.

Baldwin further argues that this continual focusing of academic attention on the contributions of whites only has left feelings of bitterness in many black communities. These feelings are passed from parent to child and among peer groups.

Low referral rates for assessment of giftedness from parents and teachers can be explained by many factors. One of these, argues Baldwin, is that teachers carry many stereotypes and prejudices with them into the classroom which negatively handicap Black students. Teachers often do not widen there scope of acceptance to take into account that different cultural groups act in ways different from the mainstreamm. "Too often erratic behaviors of Black adolescents are treated much more severely than those same behaviors of non-Black adolescents. This can be attributed to a lack of knowledge or simply another type of racism."[4]

Jensen (1987) an avid supporter and researcher of the theory of heritability supports the validity of Spearman's "G" factor. Jensen uses results of I.Q. test scores to support his belief that Blacks are intellectually inferior to Whites. Jensen refuses to acknowledge that the environment has any influence on a persons I.Q. Any educator who acknowledges or gives any credibility to this theory is eliminating any chance of an unbiased consideration given to a Black student in her classroom.

Among some parents in the Black community, there exists a fear that if their children enter academically gifted programs, their children will surpass them and leave their community. There is also an association of "White only" with academically gifted programs and therefore is a value that does not belong to Black culture and should not be coveted. While this is not exclusive to the Black community, many parents themselves did not have positive academic experiences so they in return are distrustful of

academics and do not encourage their children to excel. These are all reasons why Black parents are not involved in the referral process.

Leland Baska, an expert on Black academically gifted programs, believes that under-representation is part of a larger societal problem and one in which racial predudice and economic factors play a part. "Evidence indicates that poverty and and discrimination continue to hinder the development of a identity. Poverty has its own insidious effects on children's behavior, and its influence on Black and other students must be remembered."[5]

The cultural history of Blacks is unique to any other race in America. They were forced to give up connections to their ancestors and heritage. Many people believe that Blacks attempts to find the root of their culture has been thwarted by the effects of racism which has existed for the last three hundred years. In addition to this fragile culture, is the fact that 35.7% of Black families in America are below the poverty line compared with 15.2% of all families in the United States.[6] This serves to add another hindrance to the development of Black culture. While not all Blacks are culturally disadvantaged, it should be recognized that there are different behaviors in students which result from a culturally disadvantaged value system. These behaviors can prevent Black students from being correctly identified as academically gifted.

Once it is established that hindrances to identify Black students do exist and these hindrances are recognized, then the next step is to eliminate these barriers and bring more deserving Black students into academically gifted programs. The following statements are agreed upon as "best practices" by experts in identifying Black academically gifted students.

1. The focus should be on the diversity within gifted programs.

2. The goal should be inclusion, rather than exclusion, of students.

3. Data should be gathered from multiple sources; a single criterion of giftedness should be avoided.

4. Both objective and subjective data should be collected.

5. Professionals and nonprofessionals who represent various areas of expertise and who are knowledgeable about behavioral indicators of giftedness should be involved.

6. Identification of giftedness should occur as early as possible, should conist of a series of steps, and should be continuous.

7. Special attention should be given to the different ways in which children from different cultures manifest behavioral indicators of giftedness.

8. Decisionmaking should be delayed until all pertinent data on a student have been reviewed.

9. Data collection during the identification process should be used in determining curriculum.[7]

In 1975, Fitz-Gibbon developed a procedure to identify Black adademically gifted students that is 100% effective and 90% efficient.[8] This method indludes: a) teacher nominations, b) a conventional group inteiligence test- the California Test of Mental Maturity (CTMM), 1963 edition, short form level 3, c) a curriculum fair intelligence test, the Raven Standard Progressive Matrices (SPM), and d) the California Achievement Tests (CAT), 1970 ed., level 4, form A, in mathematics and reading.[9] Experts agree that this identification procedure exemplifies best practices because it "iliustrates collecting data from multiple sources and emphasizes inclusion and delayed identification until all pertinent data have been gathered and reviewed."[10]

Mary Fraiser, an expert on Black academically gifted students, argues that "nominations should be sought from multiple sources within and outside the school (Clark, 1983; Davis & Rimm, 1985; Kiatano and Kirb, 1986) Nominations from community leaders (Davis, 1978), peers (Blackshear, 1979), and self, especially through the use of biographical

inventories (Taylor & Ellison, 1983) exemplify best practices because they represent a way to collect data from multiple sources.[11] Hagen, an expert of academically gifted programs, argues that "by applying as many data finding techniques as possible we can make better decisions than before about who the gifted are and what kinds of programs they need."[12]

Renzulli and Smith (1977) have shown through research in the inner city "that peer nominations were accurate in identifying minority gifted."[13]

So far the focus of this paper has been on factors which hinder the identification of Blacks as academically gifted and suggestions of ways to overcome these barriers in order to include more Blacks in academically gifted programs. While this is an important issue, another issue, that is commonly overlooked, must be addressed. This issue is the attitude a Black student has toward being identified as academically gifted or placed in academically gifted programs. If a student has a negative attitude toward being academically gifted then there is a lesser chance of him being identified as academically gifted or that the student will benefit from an academically gifted program. There are two major groups which influence a students' attitudes toward academically gifted programs. These are parents and peers.

Among the peer group exists a double edged sword. There is often a negative attitude displayed toward academically gifted programs by those students not identified as gifted. These students then respond negatively to those students who are identified and cause them to foster a negative attitude by making them feel isolated. Because, academically gifted programs are traditionally white, there exists a distrust by the Black community. Peers often accuse those identified as academically gifted as traitors of their race and that they have rejected their "blackness."[14] An extremely bright Black male who recently graduated from T. C. Williams

High School but admits working below his ability put it this way:. "Early on in grammar school, Black guys get the feeling that this is not their arena. The white guys used to get most of the answers right and when I answered something my black friends would say, 'Go sit over with those white guys.' I stopped pushing hard because I wanted to fit in with the guys from my neighborhood."[15] Akbar, a black male reports, "Black guys feel that school forces them to deny both their manhood and their race because they don't know any black men who have accepted that role (passivity in school) and gained self respect. Those of us who have done it are regarded as freaks."[16]

Parents are often the first and most powerful influence on their children and can foster a negative attitude toward academically gifted programs. Larry Ward worries that some black families may be giving their children excuses not to succeed. "A lot of black parents have tremendous animosity toward white people and it comes across to their kids. My father was the victim of enormous discrimination, but we never got that constant diet of 'look what the white man has done to us' that cripples so many black kids."[17] Because academic programs are traditionally white, they are often distrusted by parents and this distrust is passed on to their children. It is important that teachers are made aware of these additional pressures which influence students so that they can be able to help eliminate these pressures and allow more students to benefit from the adcademically gifted programs.

CHAPTER III

DESIGN OF THE STUDY

Sixty-five ninth grade students were surveyed. Of these students, fifteen were Black students, thirty-three were White students, and ten were Asian students. They are students at a state school for the gifted in the central Virginia area. These students had previously been in programs for the gifted or accelerated classes in middle or elementary schools in either public or private school systems. Of the sixty-five students surveyed sixty-five surveys were returned. Seven were unable too be used because of incomplete or inaccurate demographic information. This resulted in fifty-eight total surveys used.

A survey of twenty-five questions was developed to determine the attitudes of students toward academically gifted programs and students' perception of the attitudes of their peers toward students in academically gifted programs. The students rated themselves on a scale ranging from very true about me, mostly true about me, and unsure, to not very true about me, and not at all true about me. There was additional space for an open ended response which encouraged students to discuss their feelings toward gifted programs and to give examples of experiences they wished to share.

Once the surveys were returned, each question was examined individually. The totals of Black and White responses were examined, converted to percentages of Black or White responses, and compared to determine if there were differences between the responses of Whites and Blacks.

CHAPTER IV

ANALYSIS OF RESULTS

I hypothesized that Black students would be more negatively affected by peers and have poorer attitudes than White students toward academically gifted programs. Contrary to the hypothesis, the results of this study indicated that there were no significant differences in attitudes of Black gifted students and white gifted students toward giftedness and people in programs for the gifted.

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ANALYSIS OF RESULTS

NUMBER OF RESPONSES FROM BLACK STUDENTS

(TOTAL BLACK STUDENTS-15)

KEY: **1** Very True About Me

2 Not Very True About Me

3 Unsure

4 Not Very True About Me

5 Not At All True About Me

QUESTIONS:	**1**	**2**	**3**	**4**	**5**
1. I enjoyed taking part in classes for the gifted.	8	5	2	0	0
2. My closest friends were in gifted classes.	1	7	2	4	1
3. My parents wanted me to be in the gifted program.	8	4	2	1	0
4. My friends thought the program for the gifted was for nerds.	1	5	3	6	0
5. My friends looked up to people in the gifted program.	0	2	4	5	4
6. I felt different because I was in the gifted program.	0	2	2	6	5
7. I felt left out of activities with my friends because I was in the gifted program.	0	0	1	5	9
8. I acted differently in gifted classes than in regular classes.	1	2	0	2	10
9. I looked forward to going to classes for the gifted.	5	8	2	0	0
10. I was pleased to be identified as academically gifted.	12	3	0	0	0
11. I felt better about being in the gifted program after the first year or two.	5	1	3	2	3
12. I enjoyed the gifted program in middle school more than elementary.	6	1	4	1	3
13. Being in the gifted program was a worthwhile experience.	12	2	1	0	0

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14. My friends teased me about being in the gifted program.	0	1	1	8	5
15. My friends who were not in the program supported me.	2	7	3	0	3
16. Being in a gifted program is elitist.	1	2	6	3	1
17. If I had the chance to do it again, I would chose to be in the gifted program.	10	2	1	0	0
18. I feel that I learned a lot in the gifted program.	11	1	1	2	0
19. I feel that the classes in the gifted program were more challenging than my regular classes.	9	3	0	2	0
20. I feel that my teachers treated me differently than other students just because I was in the gifted program.	2	2	4	4	3
21 My teachers expected more of me because I was in the gifted program.	6	7	0	1	1
22. I feel that I belong in the gifted program.	10	3	2	0	0
23. I was embarassed to be in the gifted program.	0	0	0	3	12
24. I learned a lot in the gifted program.	11	4	0	0	0
25. I made new friends in the gifted program.	8	6	1	0	0

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ANALYSIS OF RESULTS

NUMBER OF RESPONSES FROM WHITE STUDENTS

(TOTAL WHITE STUDENTS-33)

KEY: 1 Very True About Me

2 Not Very True About Me

3 Unsure

4 Not Very True About Me

5 Not At All True About Me

QUESTIONS:	1	2	3	4	5
1. I enjoyed taking part in classes for the gifted.	12	17	2	1	0
2. My closest friends were in gifted classes.	7	18	3	4	1
3. My parents wanted me to be in the gifted program.	20	10	2	0	1
4. My friends thought the program for the gifted was for nerds.	2	4	3	15	9
5. My friends looked up to people in the gifted program.	2	7	12	7	5
6. I felt different because I was in the gifted program.	4	4	2	9	14
7. I felt left out of activities with my friends because I was in the gifted program.	1	3	5	12	12
8. I acted differently in gifted classes than in regular classes.	3	5	4	10	11
9. I looked forward to going to classes for the gifted.	9	9	12	3	0
10. I was pleased to be identified as academically gifted.	19	13	1	0	0
11. I felt better about being in the gifted program after the first year or two.	5	12	11	2	3
12. I enjoyed the gifted program in middle school more than elementary.	4	9	12	6	1
13. Being in the gifted program was a					

worthwhile experience.	14	15	2	1	1
14. My friends teased me about being in the gifted program.	2	2	4	10	15
15. My friends who were not in the program supported me.	4	11	10	6	2
16. Being in a gifted program is elitist.	4	9	13	4	3
17. If I had the chance to do it again, I would chose to be in the gifted program.	18	10	3	2	0
18. I feel that I learned a lot in the gifted program.	14	12	5	1	1
19. I feel that the classes in the gifted program were more challenging than my regular classes.	4	13	5	3	1
20. I feel that my teachers treated me differently than other students just because I was in the gifted program.	4	10	5	7	7
21 My teachers expected more of me because I was in the gifted program.	8	17	3	4	1
22. I feel that I belong in the gifted program.	14	15	3	1	0
23. I was embarassed to be in the gifted program.	0	2	4	9	10
24. I learned a lot in the gifted program.	10	18	2	3	0
25. I made new friends in the gifted program.	9	17	4	1	2

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ANALYSIS OF RESULTS

PERCENTAGES OF WHITE AND BLACK STUDENTS RESPONDING TO QUESTIONS
(The category unsure was not considered in calculating the percentage)

KEY: **A** Percentage of students responding Very True About Me and Mostly True About Me
B Percentage of students responding Not At All True About Me and Not Very True About Me

QUESTIONS:

	WHITE		BLACK	
	A	B	A	B
1. I enjoyed taking part in classes for the gifted.	89	3	86	0
2. My closest friends were in gifted classes.	76	15	54	34
3. My parents wanted me to be in the gifted program.	91	3	80	7
4. My friends thought the program for the gifted was for nerds.	18	72	40	40
5. My friends looked up to people in the gifted program.	27	36	13	60
6. I felt different because I was in the gifted program.	24	88	13	77
7. I felt left out of activities with my friends because I was in the gifted program.	12	72	0	93
8. I acted differently in gifted classes than in regular classes.	24	63	20	80
9. I looked forward to going to classes for the gifted.	54	9	86	0
10. I was pleased to be identified as academically gifted.	97	0	100	0
11. I felt better about being in the gifted program after the first year or two.	51	15	40	33
12. I enjoyed the gifted program in middle school more than elementary.	39	21	47	27
13. Being in the gifted program worth worthwhile experience.	87	6	93	0
14. My friends teased me about being in the gifted program.	12	75	7	86

CHAPTER V

SUMMARY AND CONCLUSIONS

While a small percentage of Black students indicated more negative attitudes by peers, this was off-set by more white students who felt left out of activities by their friends and who were teased about being in the gifted program. A larger sampling of students both in and not in programs for the gifted would be a better indicator.

A great majority of all students surveyed enjoyed the programs for the gifted and felt they were worthwhile. One hundred percent of the Blacks and eithty five percent of Whites felt they learned a lot from their classes for the gifted. Eighty-six percent of Black student indicated that they looked forward to going to classes for the gifted. One hundred percent of Black students and ninety-seven percent of White students indicated that they were pleased to be identified as academically gifted. Ninety-three percent of Black students indicated that they made new friends in the gifted program. Because most respondents indicated the value of classes for the gifted overrode negative peer attitudes, it appears essential that efforts be made to involve more Black students in programs for the gifted. Therefore schools should look for ways to include more Blacks in programs for the academically gifted. The following are suggestions to include more Blacks in programs for the academically gifted:

-Emphasis on diversity in gifted programs

-Goal should be inclusion, not exclusion

-Objective and subjective data should be gathered

-Professional and nonprofessionals should be included

-Identification should occur as early as possible

-Special attention should be given to the different ways cultures may manifest giftedness

-Decision making should be delayed until all data has been reviewed

-involvement of students who are not gifted in various activities of the program

-involvement of more black parents and community in programs for gifted.

Although the results of this study indicate that there are no significant differneces in attitudes of Black gifted students and White gifted students toward giftedness and people in programs for the gifted, attitudes of Black students should not be discounted as a factor of the under representation of Blacks in academically gifted programs. Other variables in this study possibly contributed to the results obtained.

One possible explanation of these results is that the entire school in which this survey was conducted consists of gifted students. Therefore all of the students' peers were less likely to exercise negative peer pressure.

Secondly, the students who were surveyed have been in the gifted program for several years. They are aware that the benefits derived from the gifted program outweigh the possible negative effects.

Thirdly, because this is a special school for the gifted to which students must apply, be accepted, and in many cases families need to make special arrangements for such things as transportation, it can be assumed that the majority of the parents are supportive of education in general and education for the gifted in particular.

Perhaps a more effective study would be to survey students who are not in the gifted program. These are the people whose attitudes are more likely to negatively impact students in gifted programs. A study of this group of students would possibly give better insight into the attitudes toward

academically gifted program.

Another suggestion which might influence the results of the study would be to survey Black and White gifted and non-gifted students in regular public schools instead of a school for the gifted. This would perhaps be more representative of the average attitudes of Blacks and Whites toward gifted students.

While this study did not find the results expected, it is clear that there is a strong need to include more Blacks in academically gifted programs. Black students benefit academicaly and socially from gifted programs. Therefore, schools and teachers should be searching for methods to include Blacks in academically gifted programs.

CHAPTER VI

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[4]Baldwin, Alexinia. Multicultural Issues, "Gifted Black Adolescents: Beyond Racism to Pride", p. 233.

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[6]Ibid, p. 210.

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[9]Ibid, pp. 217-217.

[10]Ibid, p. 217.

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[12]Ibid, p. 224.

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CHAPTER VII

APPENDIX

COMMENTS BY GIFTED
BLACK STUDENTS

"I NEVER THOUGHT THAT I DIDN'T WANT TO BE IN THE PROGRAM. BUT WAS KNOWN AS A 'NERD' MOST OF MY YEARS OF SCHOOL."

"THE GIFTED PROGRAM IS A GREAT OPPORTUNITY TO BE CHALLENGED AND TO DEMAND EXCELLENCE. I ONLY REGRET BEING IN THE GIFTED PROGRAM WHEN PEOPLE HAVE ABSURD EXPECTATIONS OF US." "WHEN I AM IDENTIFIED AS BEING ACADEMICALLY GIFTED, I FEEL PROUD OF MYSELF. I WAS NEVER TREATED DIFFERENTLY BY MY FRIENDS.

"I WAS IDENTIFIED GIFTED IN MY EARLY ELEMENTARY SCHOOL YEARS, AND IT DIDN'T POSE ANY PROBLEMS FOR ME THEN. BUT WHEN I WENT TO MIDDLE SCHOOL, THE GIFTED GROUP WAS KNOWN AS 'THE NERD SQUAD.' WE WERE SOCIAL OUTCASTS BUT PROBABLY ONE OF THE SANEST PEOPLE IN THE SCHOOL. BESIDES THAT, I LOVED THE PROGRAM BECAUSE IT CAUSED ME TO THINK ABOUT ISSUES NORMALLY PEOPLE WOULDN'T RECOGNIZE."

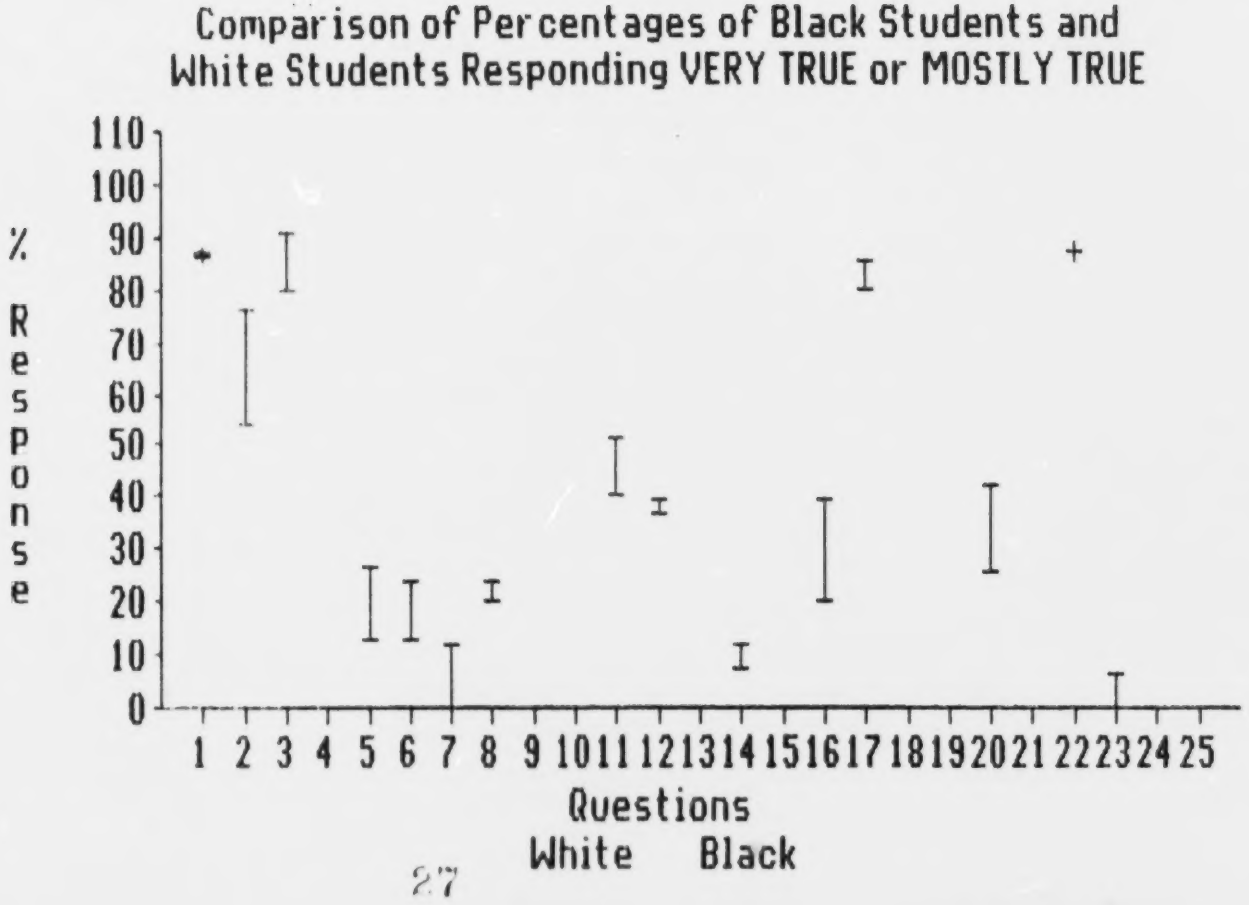
"MY FRIENDS DIDN'T ALIENATE ME BECAUSE I WAS GIFTED, BUT AS A BLACK GIFTED STUDENT, SOME PEOPLE ACCUSED ME OF ACTING WHITE BECAUSE I ASSOCIATED WITH WHITE STUDENTS BECAUSE OF ACCELERATED PROGRAMS."

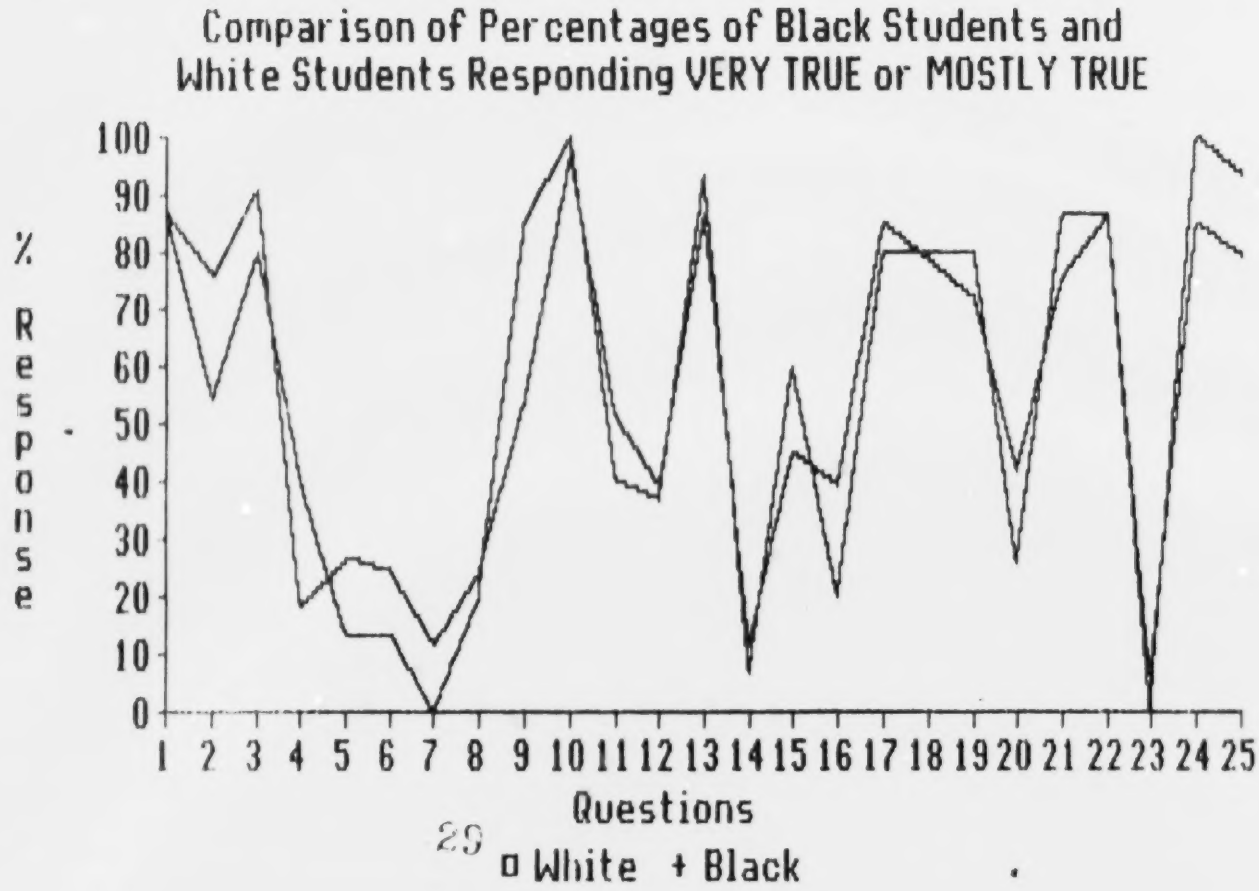
"I LIKED THE GIFTED PROGRAM. THE PROGRAM WAS FUN AND INTERESTING. YES, FOR AWHILE I WAS TEASED AND CALLED A NERD BUT THAT STOPPED SOON ENOUGH."

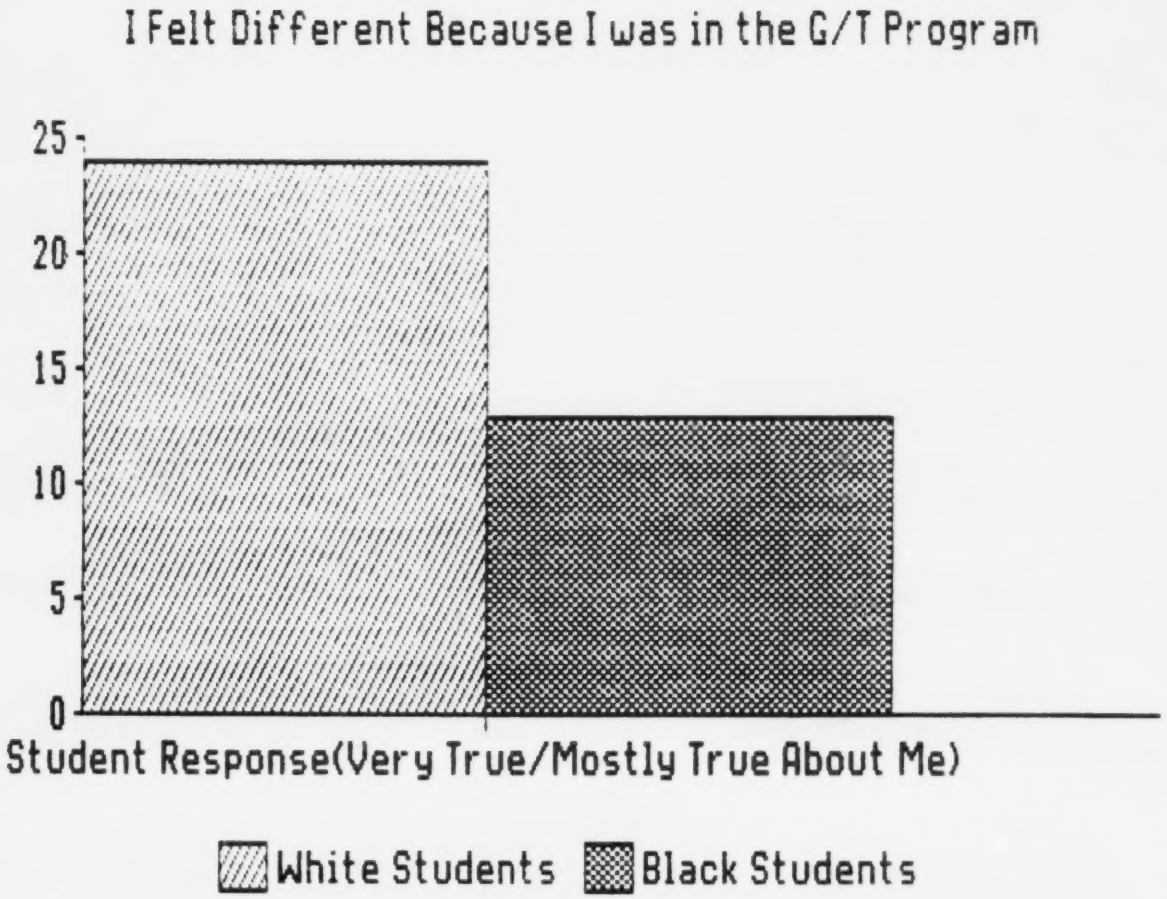
"EVER SINCE I BECAME INVOLVED WITH THE GIFTED PROGRAM I HAVE ALWAYS BEEN PROUD TO SAY THAT I WAS A PART OF IT....MY FRIENDS NEVER TREATED ME ANY DIFFERENTLY, BUT MY TEACHERS DID SEEM TO EXPECT MORE FROM ME BECAUSE I WAS INVOLVED WITH THE GIFTED PROGRAM."

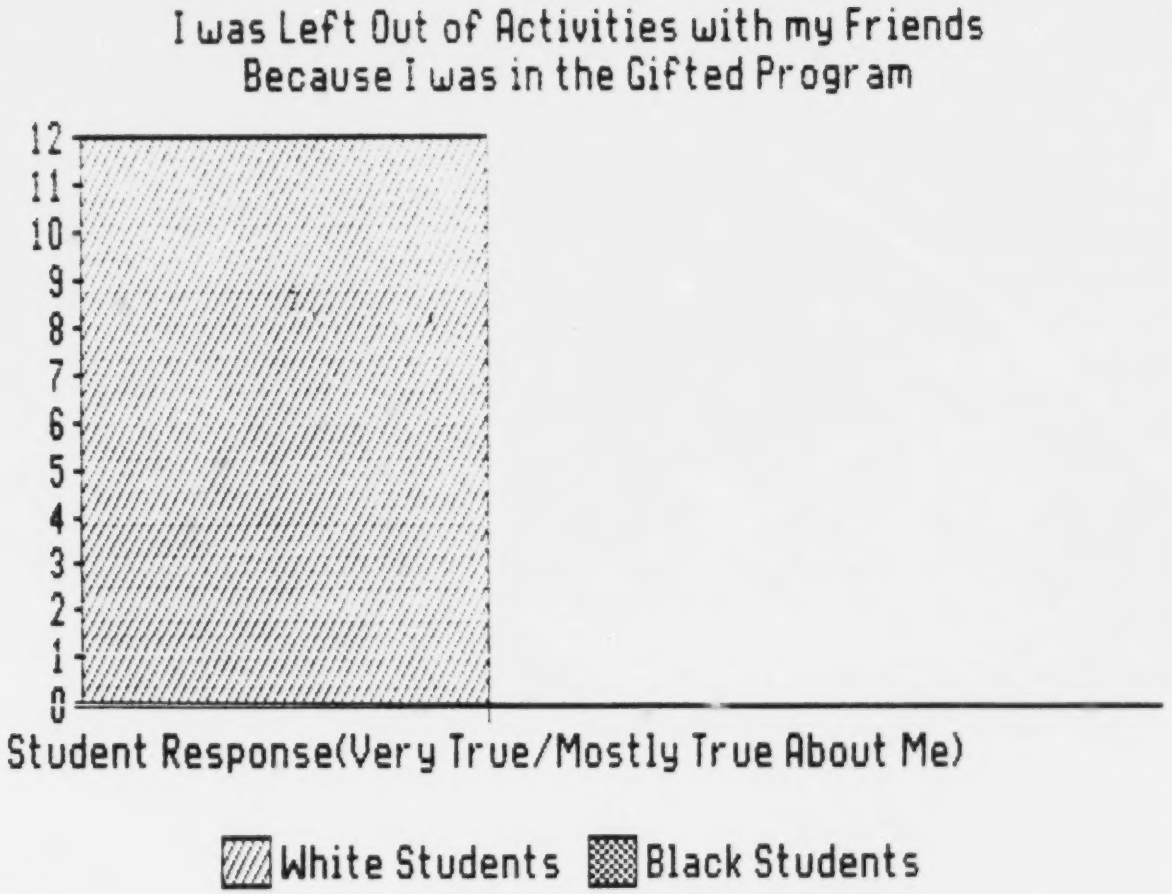
"I FEEL THAT THE GIFTED PROGRAM IS A GREAT EXPERIENCE TO ME. IT OPENS UP NEW IDEAS AND ALLOWS ME TO ACKNOWLEDGE MANY THINGS THAT YOU NORMALLY DON'T GET IN A REGULAR SCHOOL."

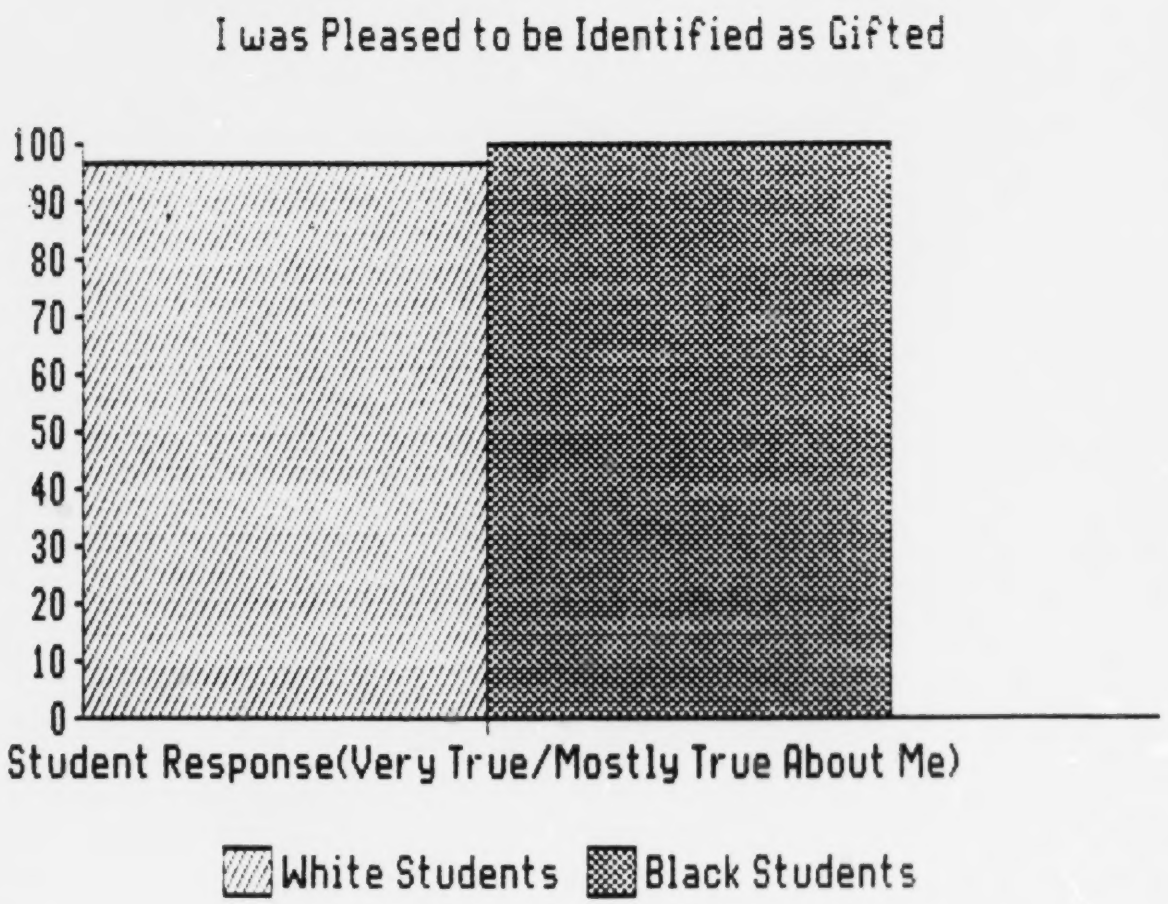
"I REALLY PREFERRED BEING IN THE GIFTED PROGRAM BECAUSE IT GAVE ME A GREATER CHALLENGE. EVEN THOUGH I WAS CALLED A NERD MOST OF MY LIFE AND TEASED BY PEOPLE WHO WERE NOT GIFTED, I TRULY ENJOYED IT [THE GIFTED PROGRAM]."COMMENTS BY GIFTED BLACK STUDENTS

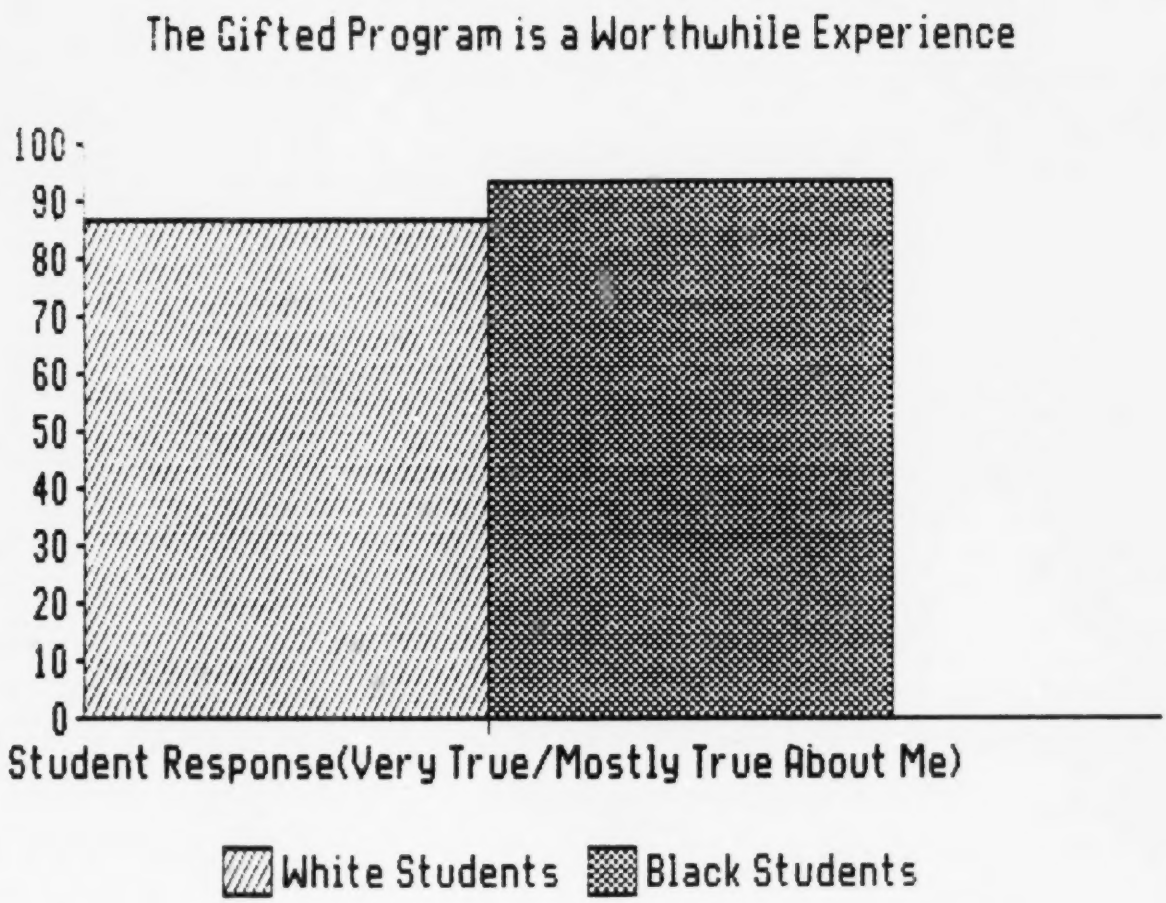

Comparison of Percentages of Black Students and
White Students Responding VERY TRUE or MOSTLY TRUE
% Response
110
100
90
80
70
60
50
40
30
20
10
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
Questions
White Black

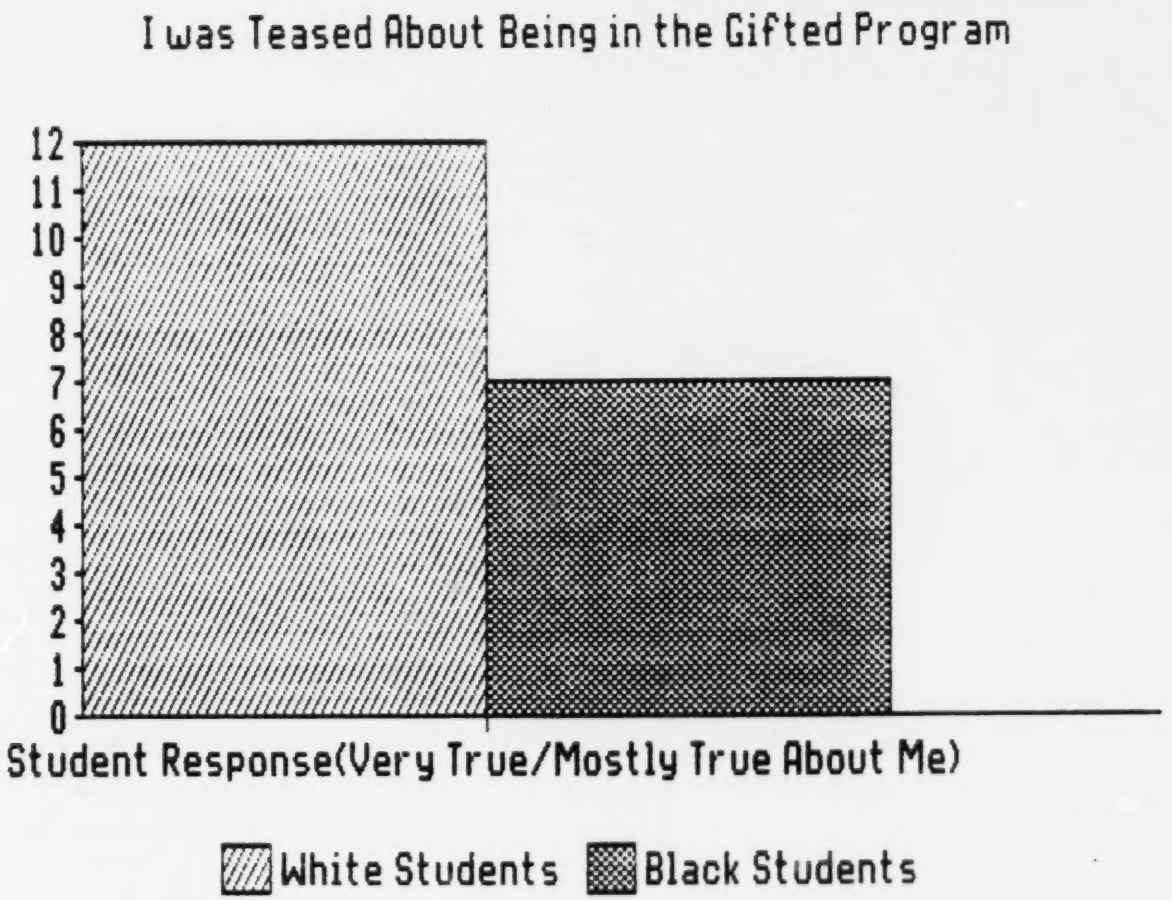

Comparison of Percentages of Black Students and
White Students Responding VERY TRUE or MOSTLY TRUE
% Response
100
90
80
70
60
50
40
30
20
10
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
Questions
□ White + Black

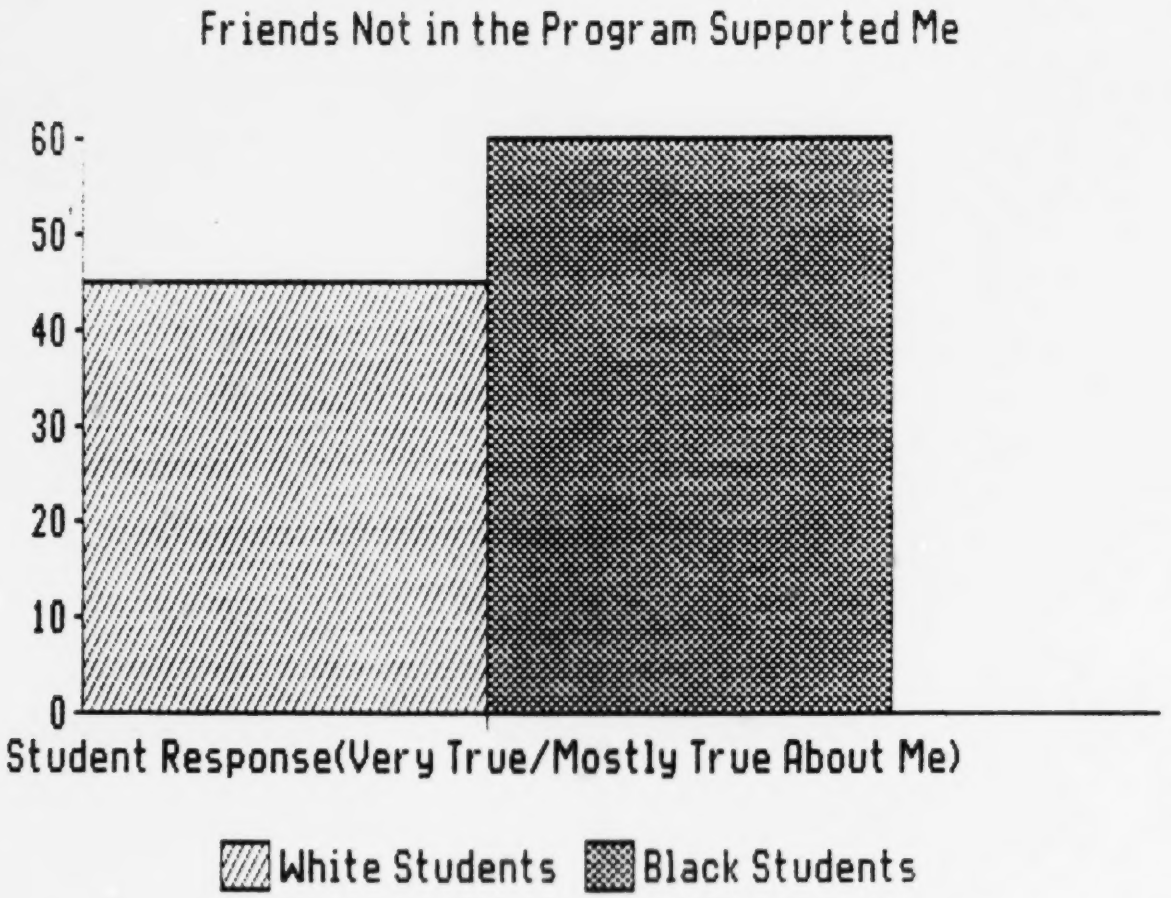

I Felt Different Because I was in the G/T Program
25
20
15
10
5
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

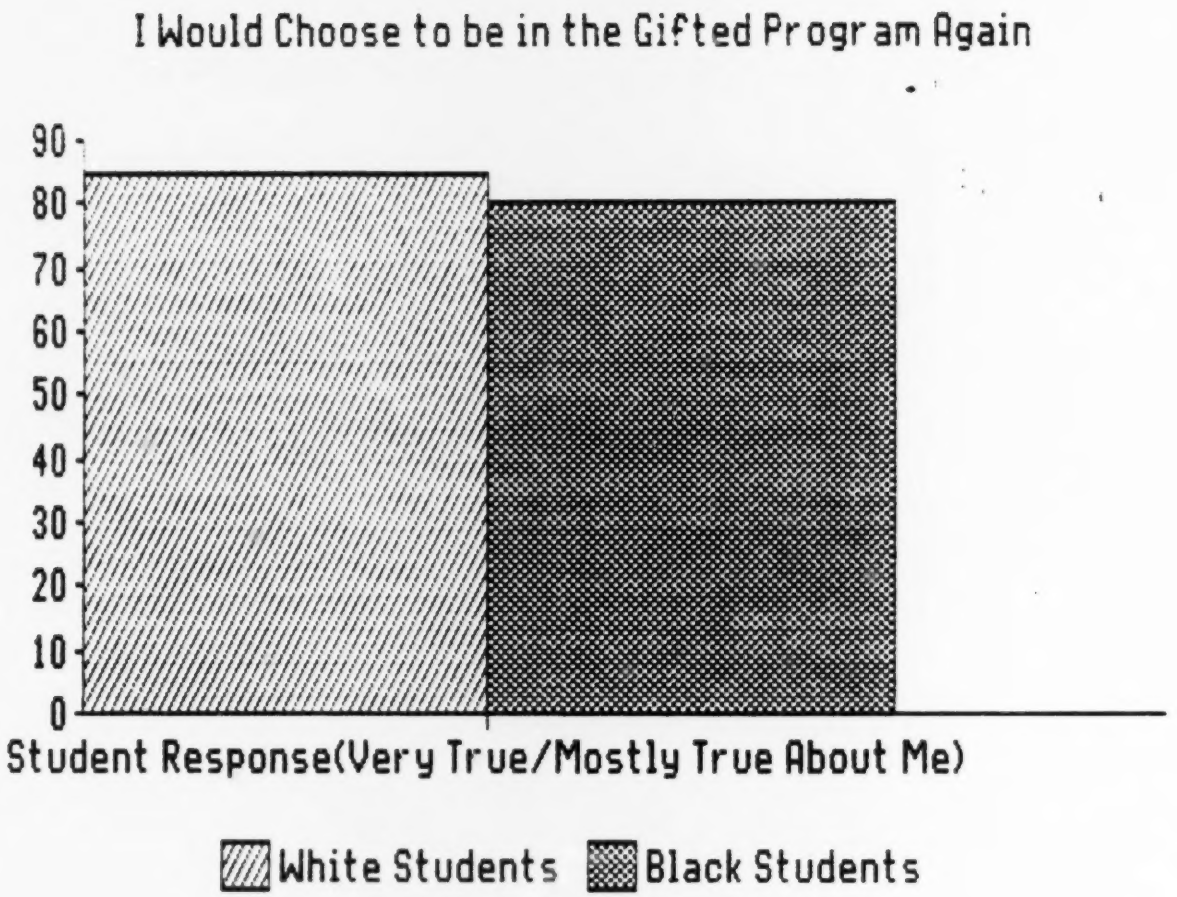

I was Left Out of Activities with my Friends
Because I was in the Gifted Program
12
11
10
9
8
7
6
5
4
3
2
1
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

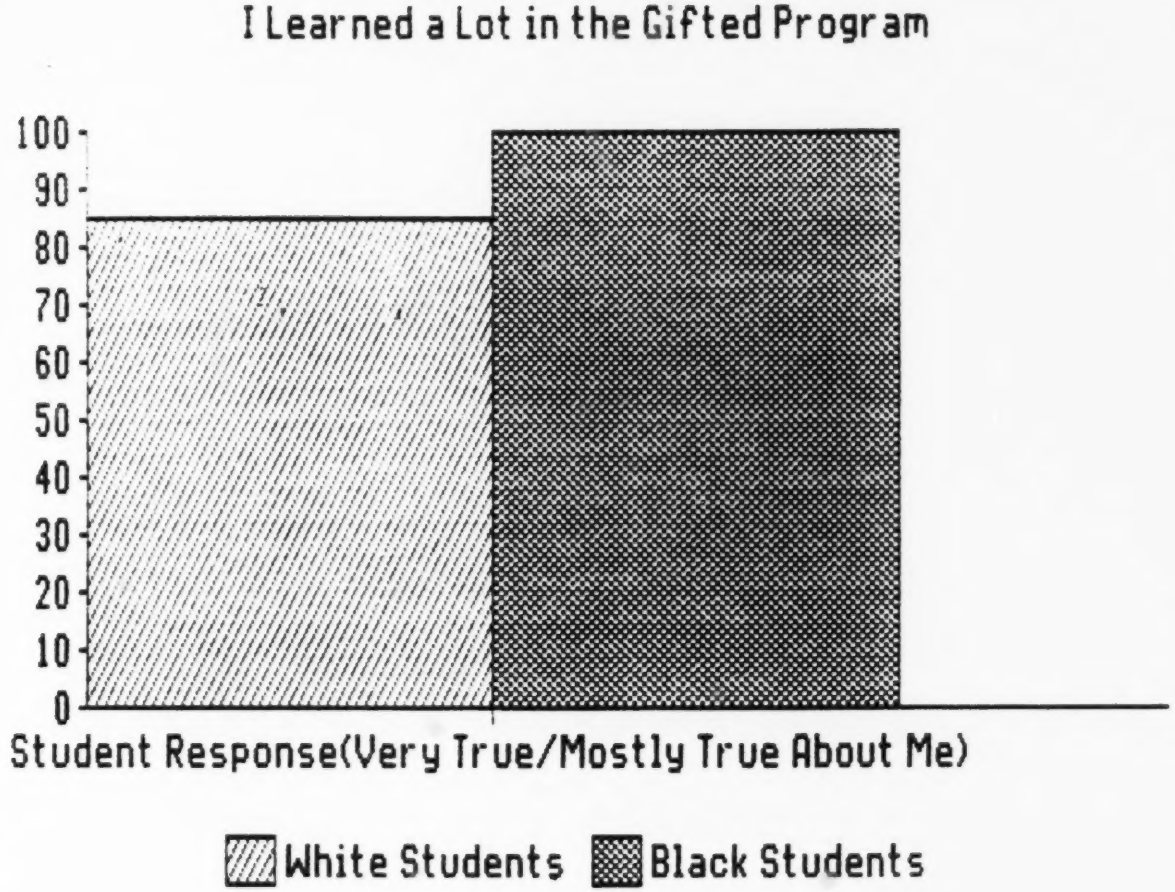

I was Pleased to be Identified as Gifted
100
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

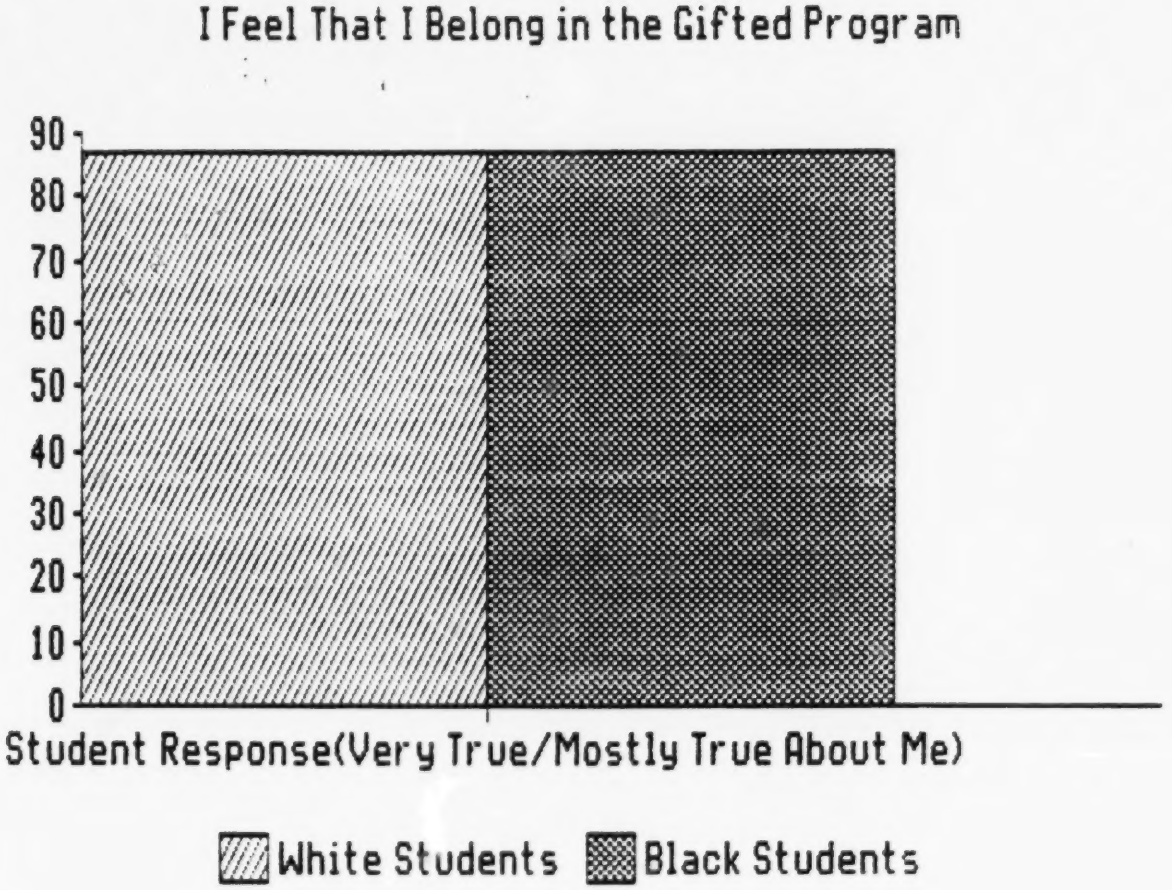

The Gifted Program is a Worthwhile Experience
100
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students


I was Teased About Being in the Gifted Program
12
11
10
9
8
7
6
5
4
3
2
1
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

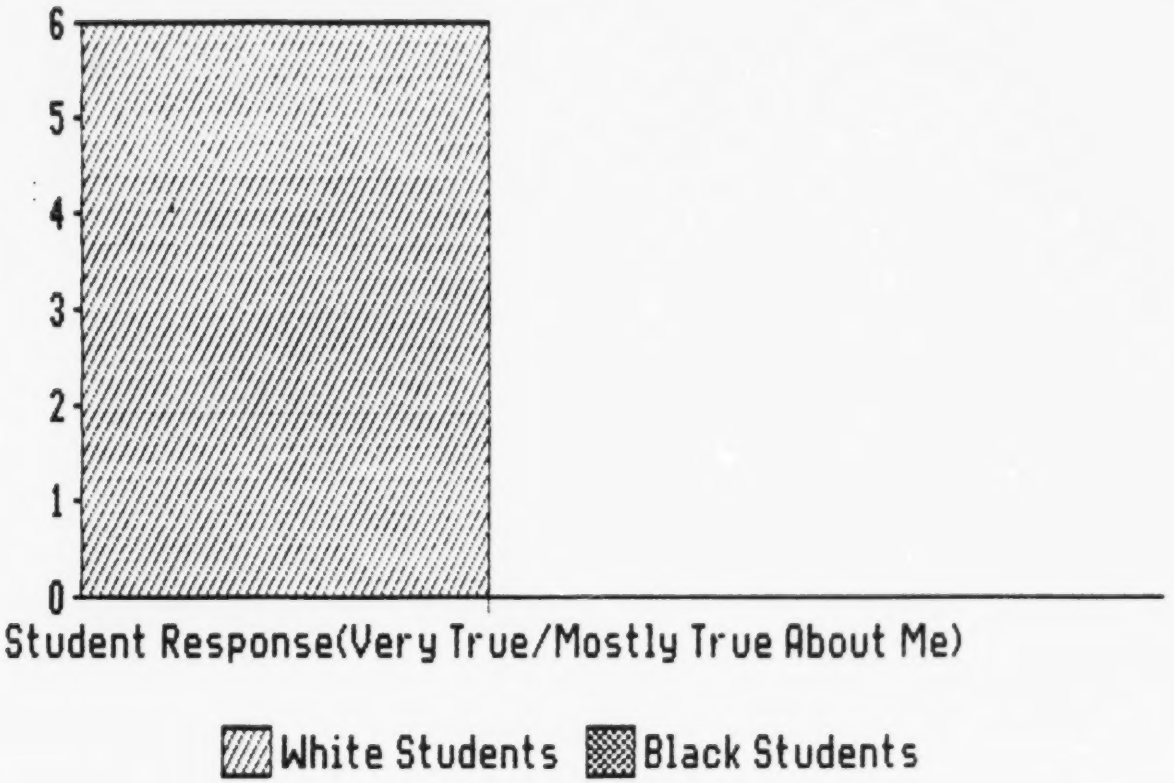

Friends Not in the Program Supported Me
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

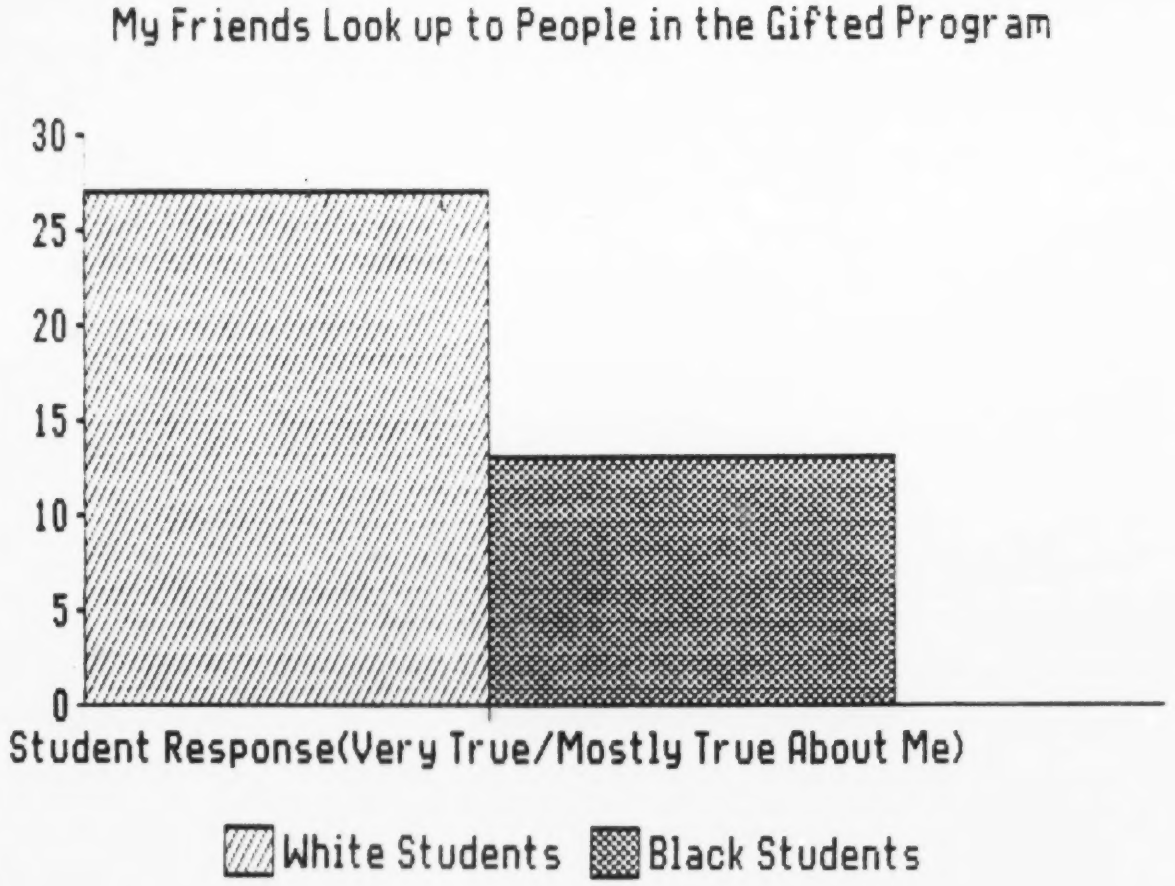

I Would Choose to be in the Gifted Program Again
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

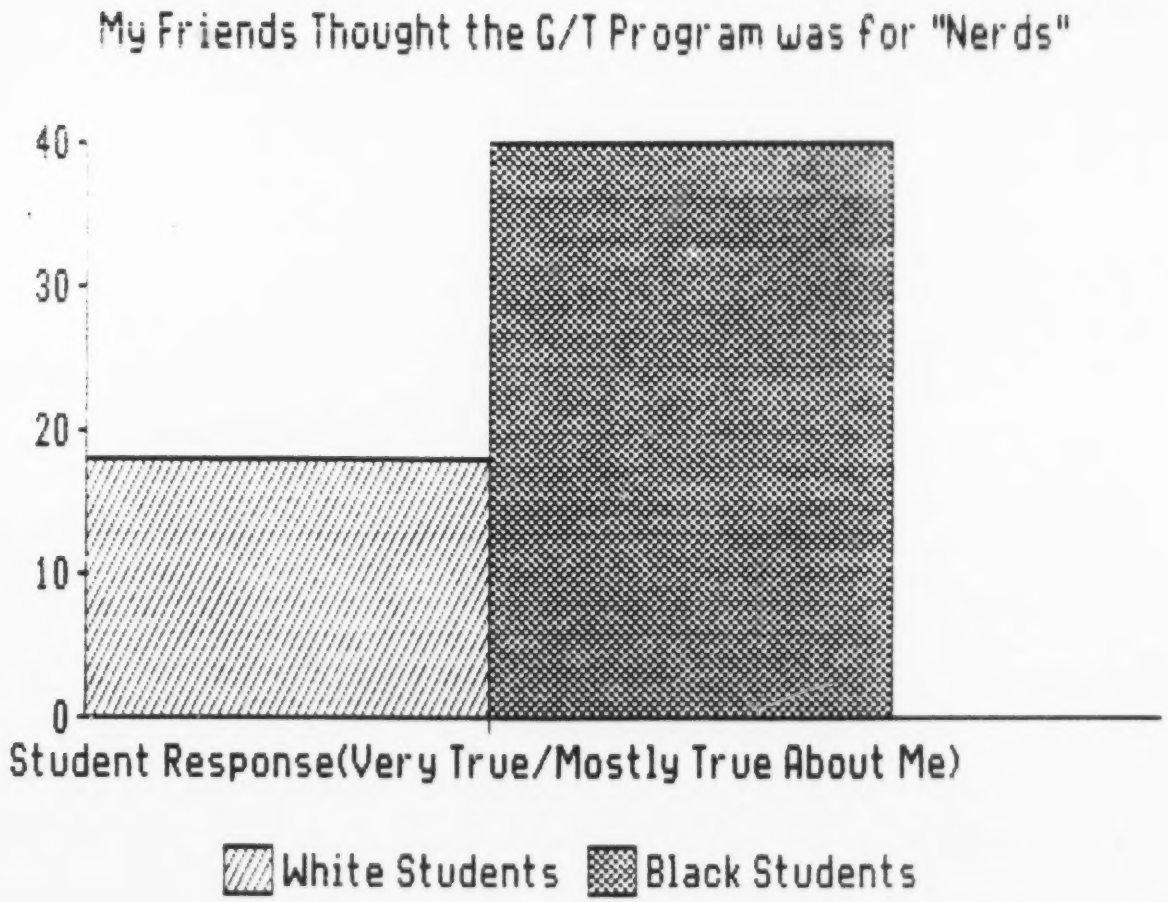

I Learned a Lot in the Gifted Program
100
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

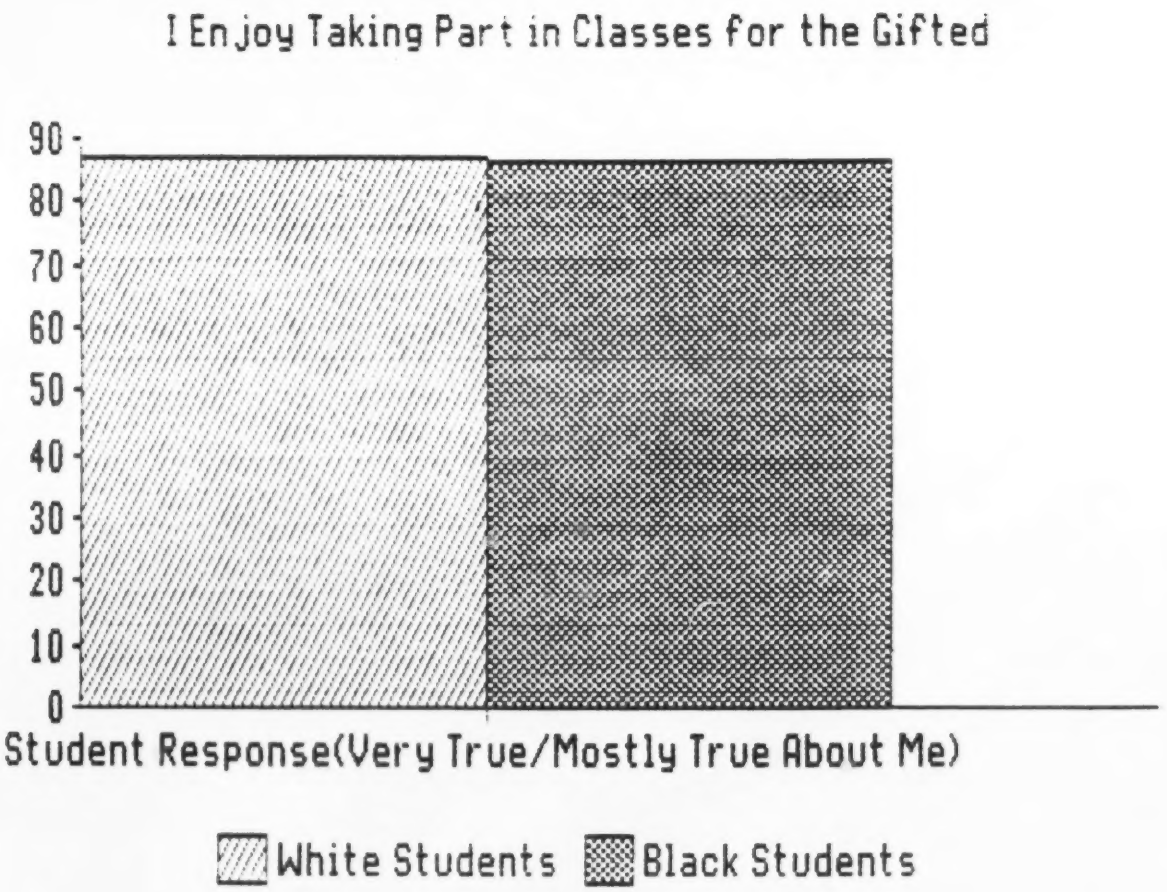

I Feel That I Belong in the Gifted Program
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

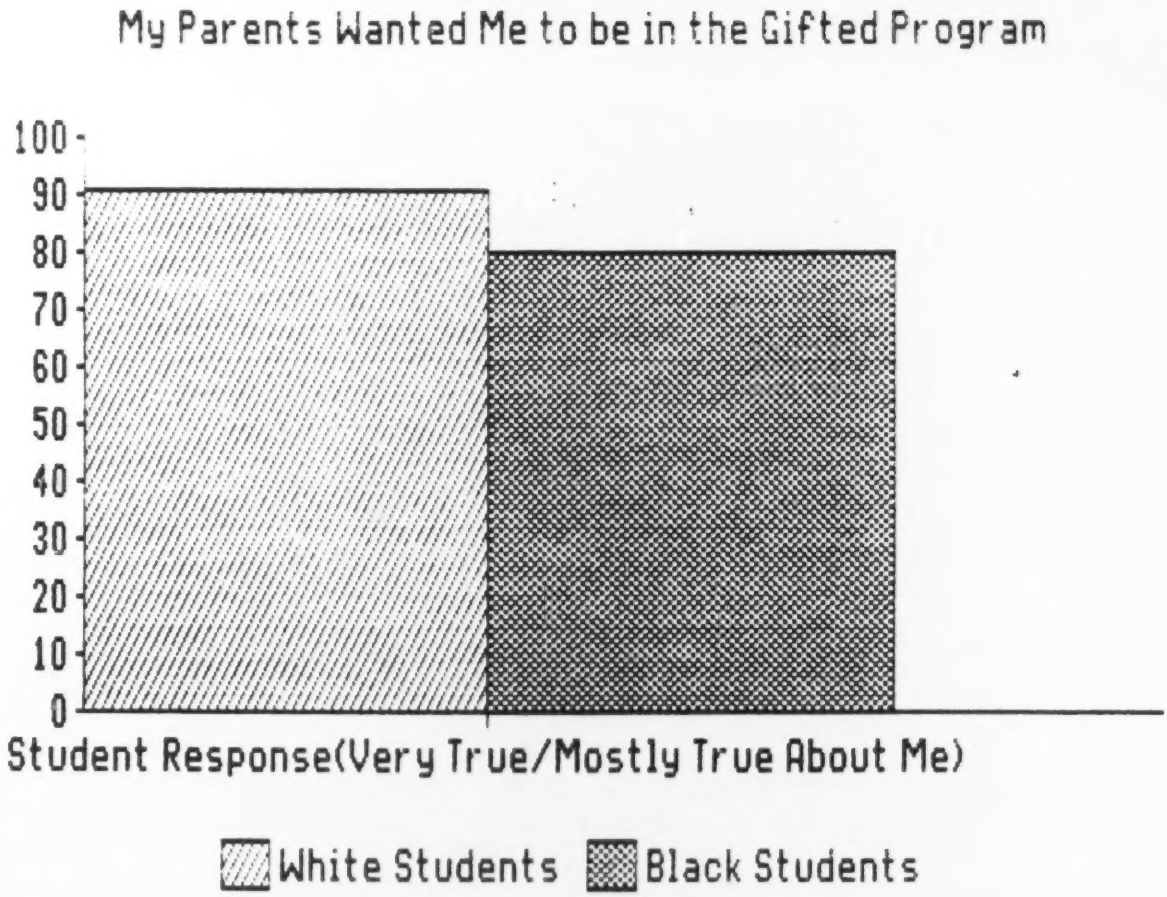
I was Embarrassed to be in the Gifted Program

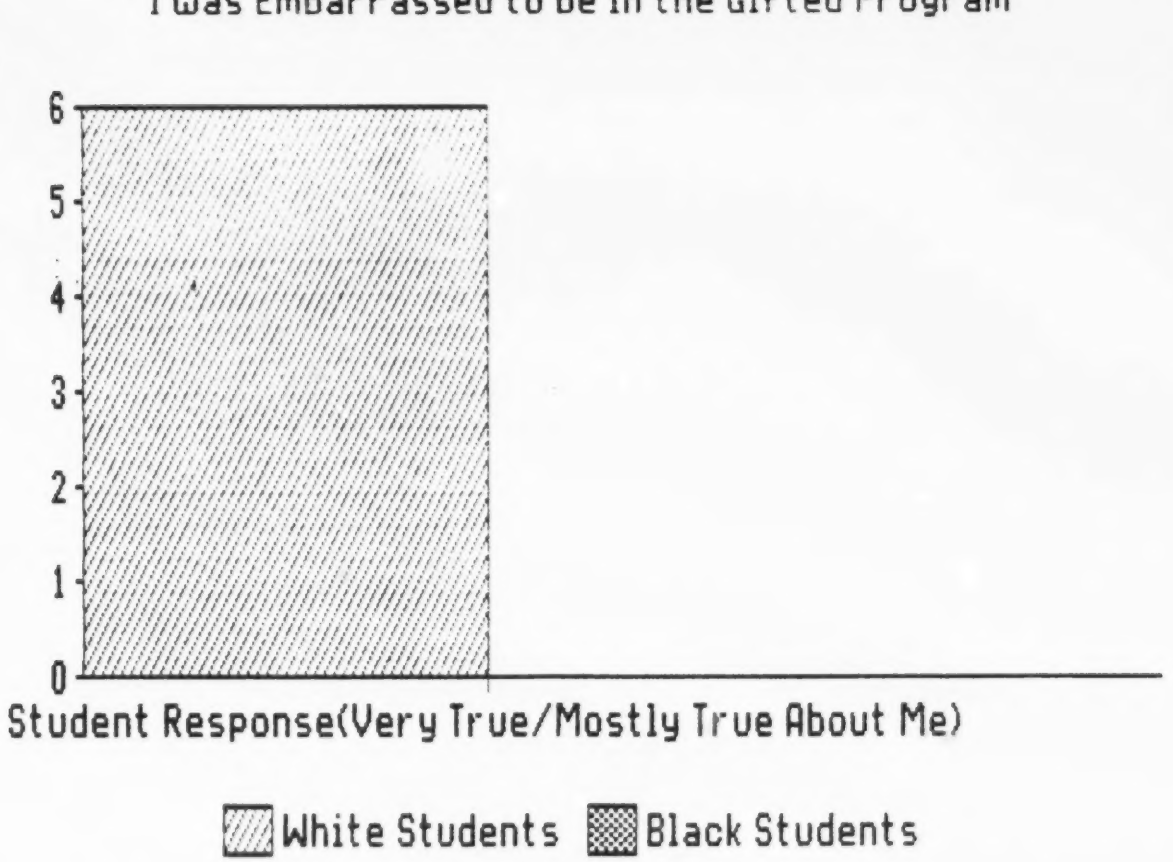


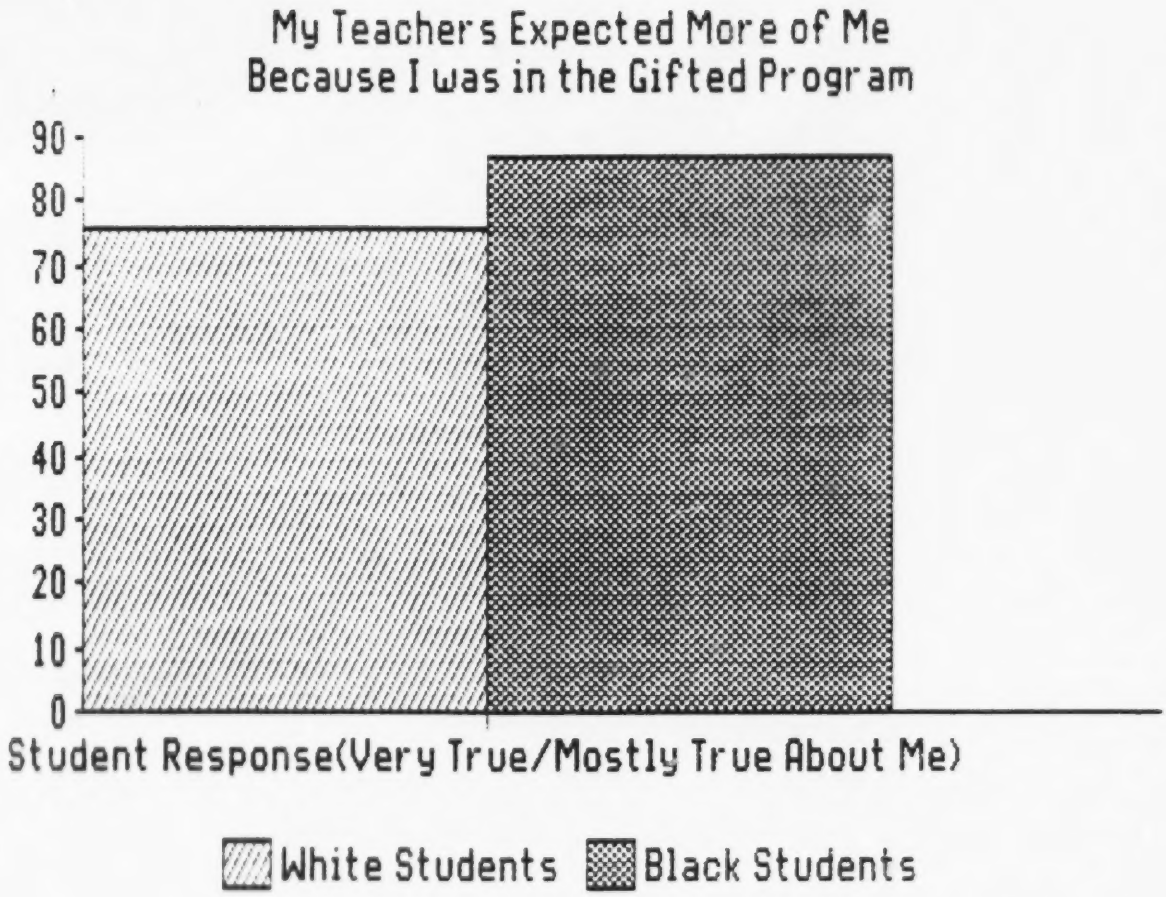

My Friends Look up to People in the Gifted Program
30
25
20
15
10
5
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

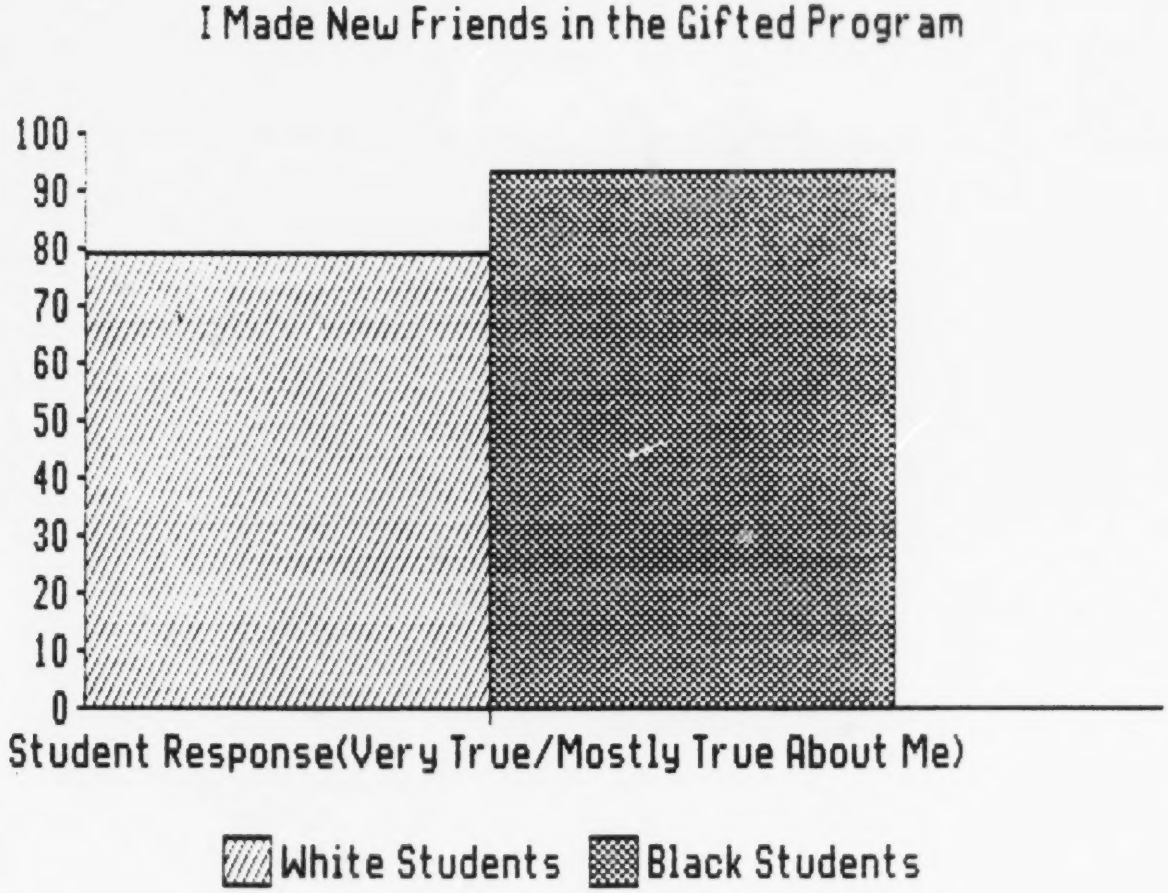

My Friends Thought the G/T Program was for "Nerds"
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

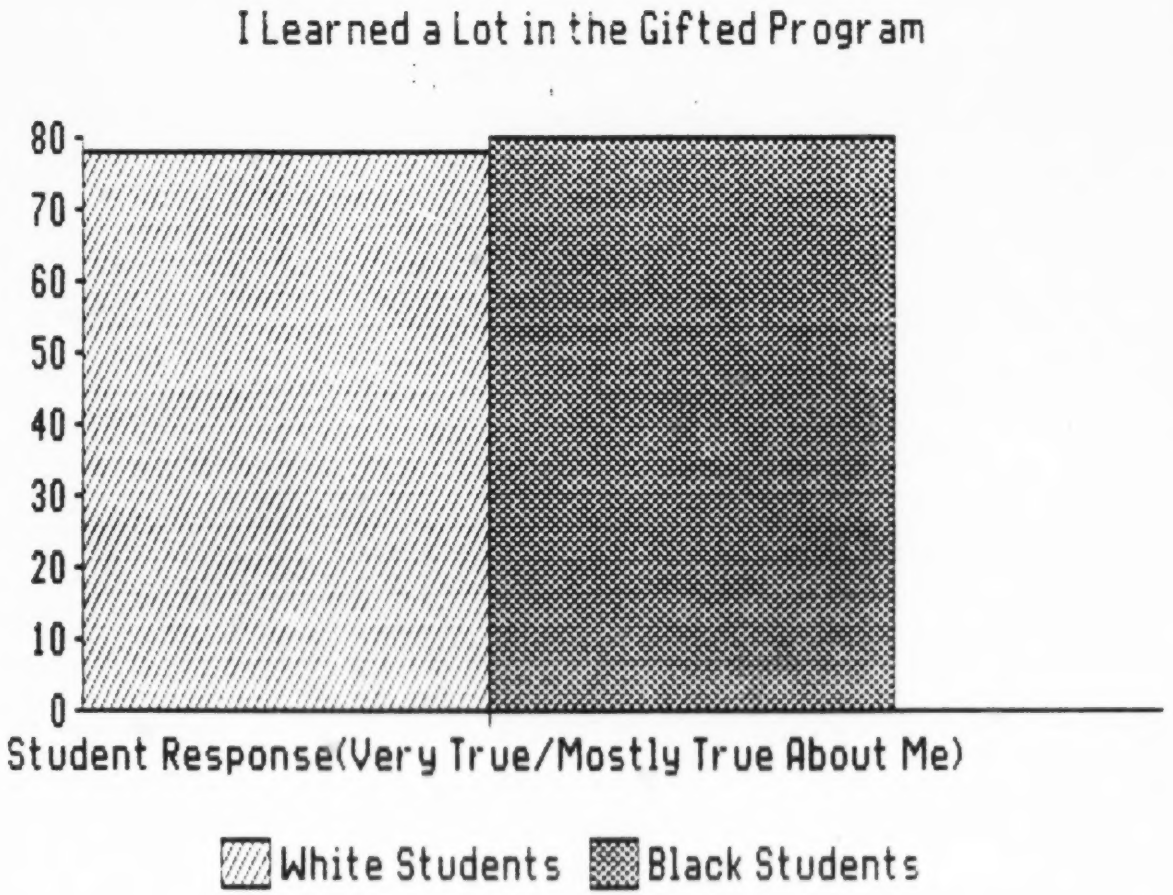

I Enjoy Taking Part in Classes for the Gifted
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

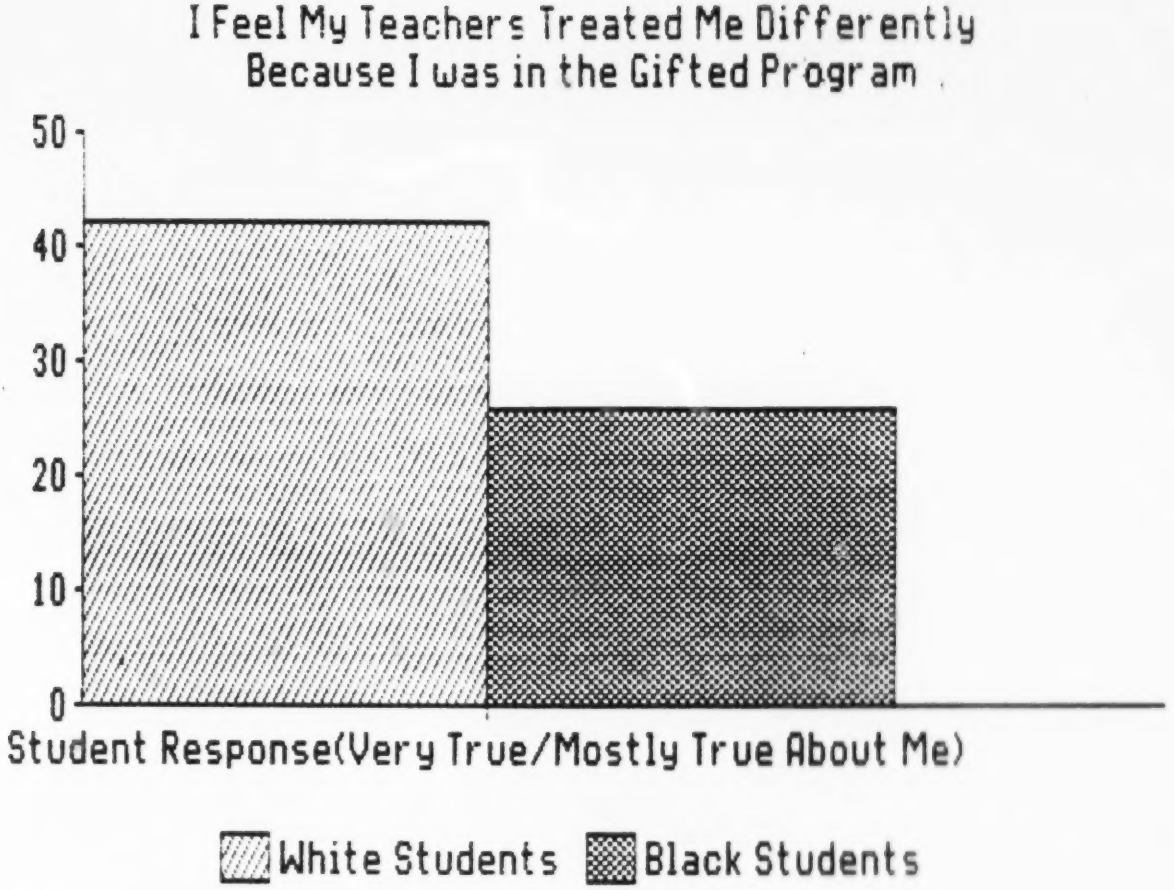

My Parents Wanted Me to be in the Gifted Program
100
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

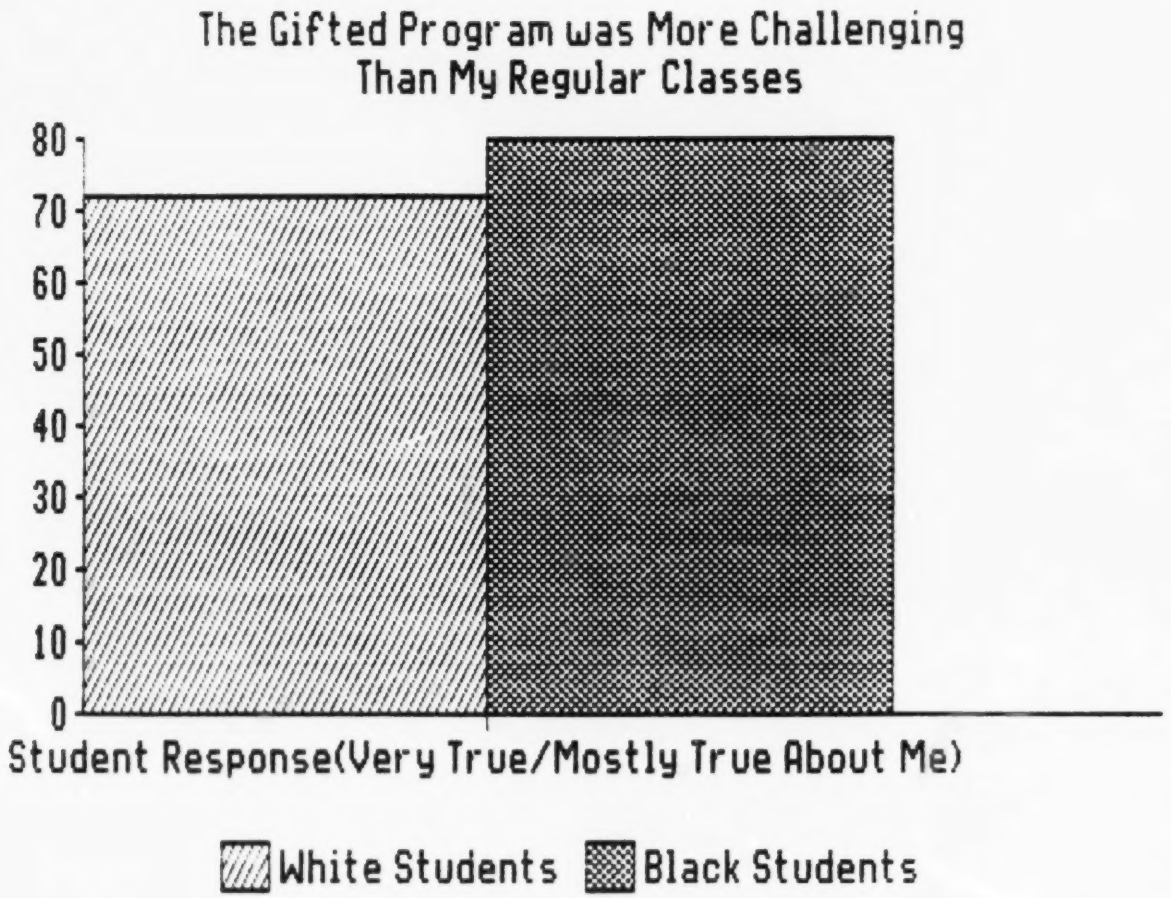

I was Embarrassed to be in the Gifted Program
6
5
4
3
2
1
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

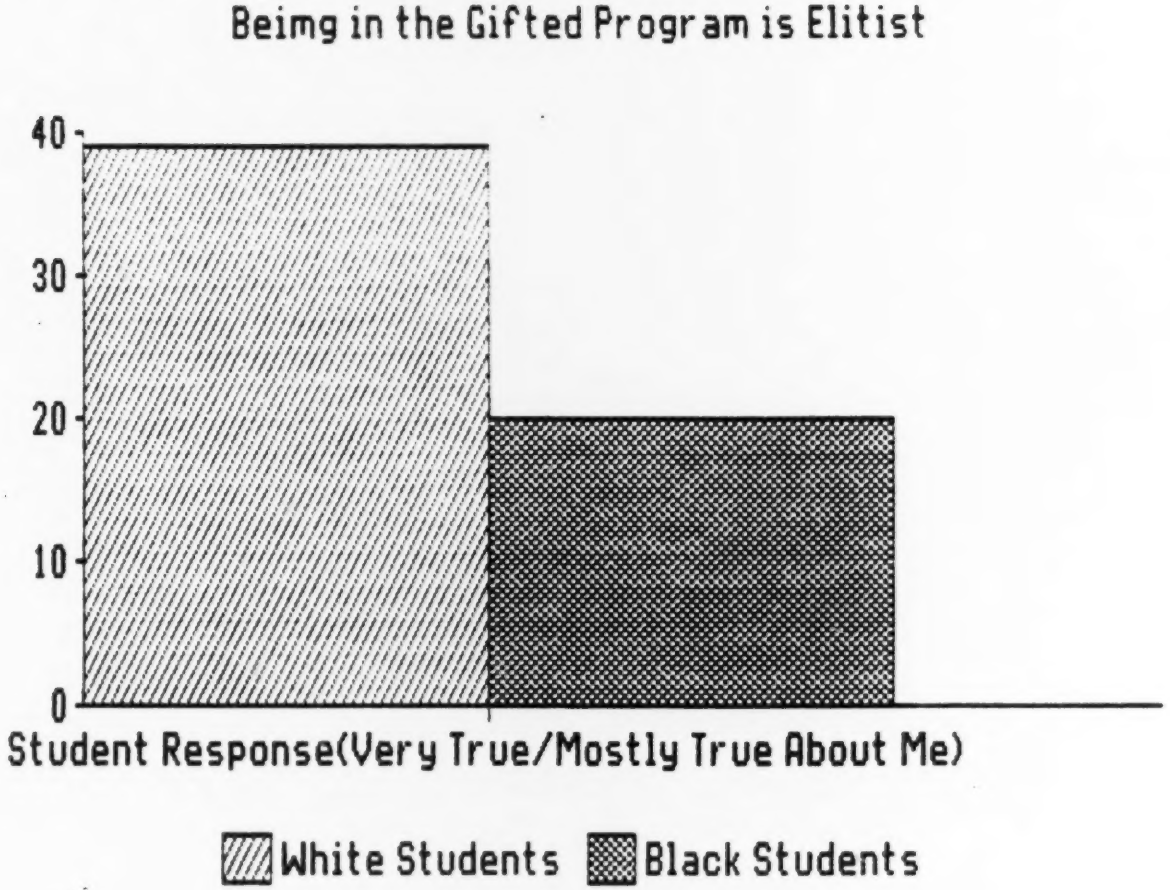

My Teachers Expected More of Me
Because I was in the Gifted Program
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

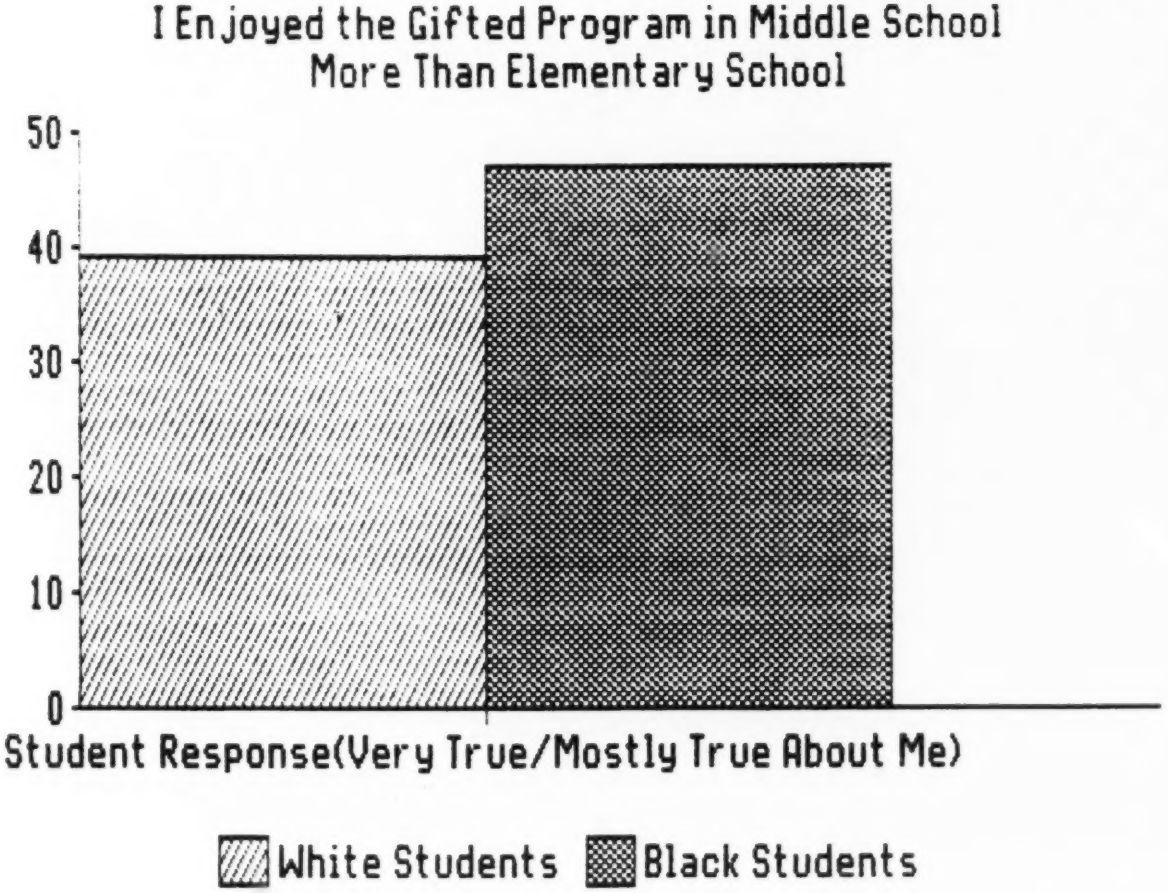

I Made New Friends in the Gifted Program
100
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

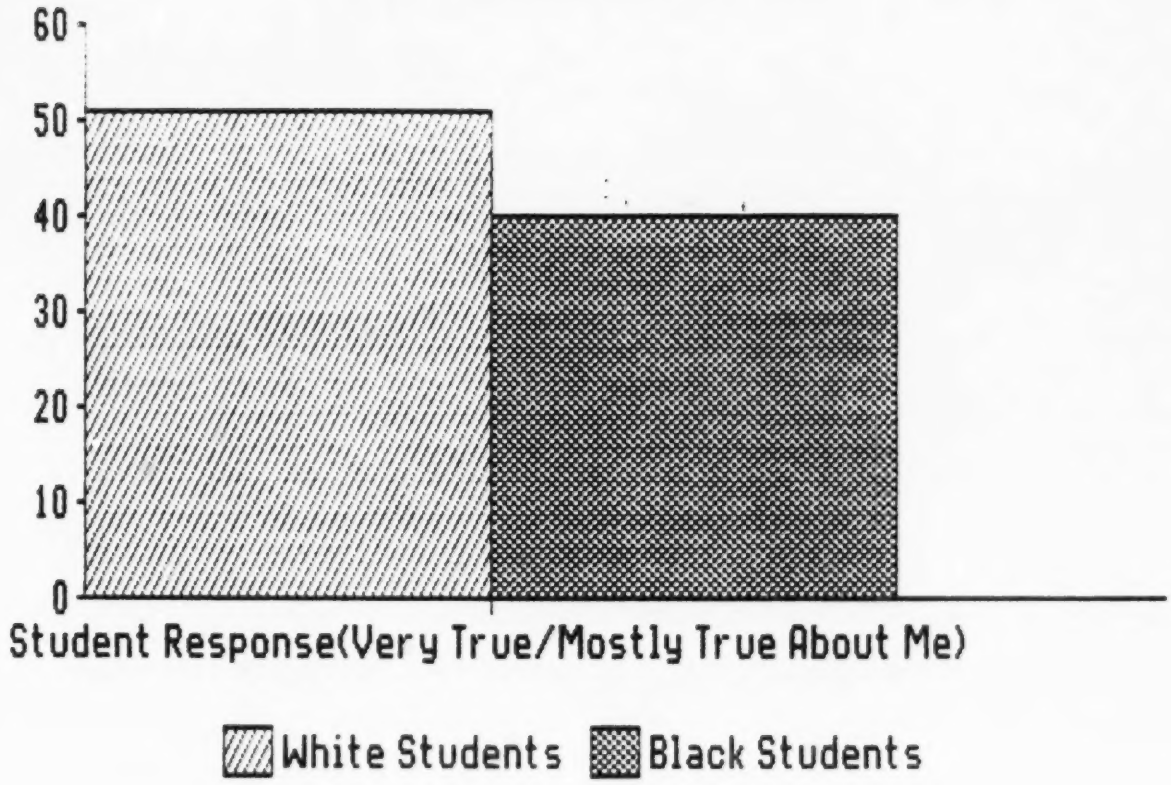

I Learned a Lot in the Gifted Program
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

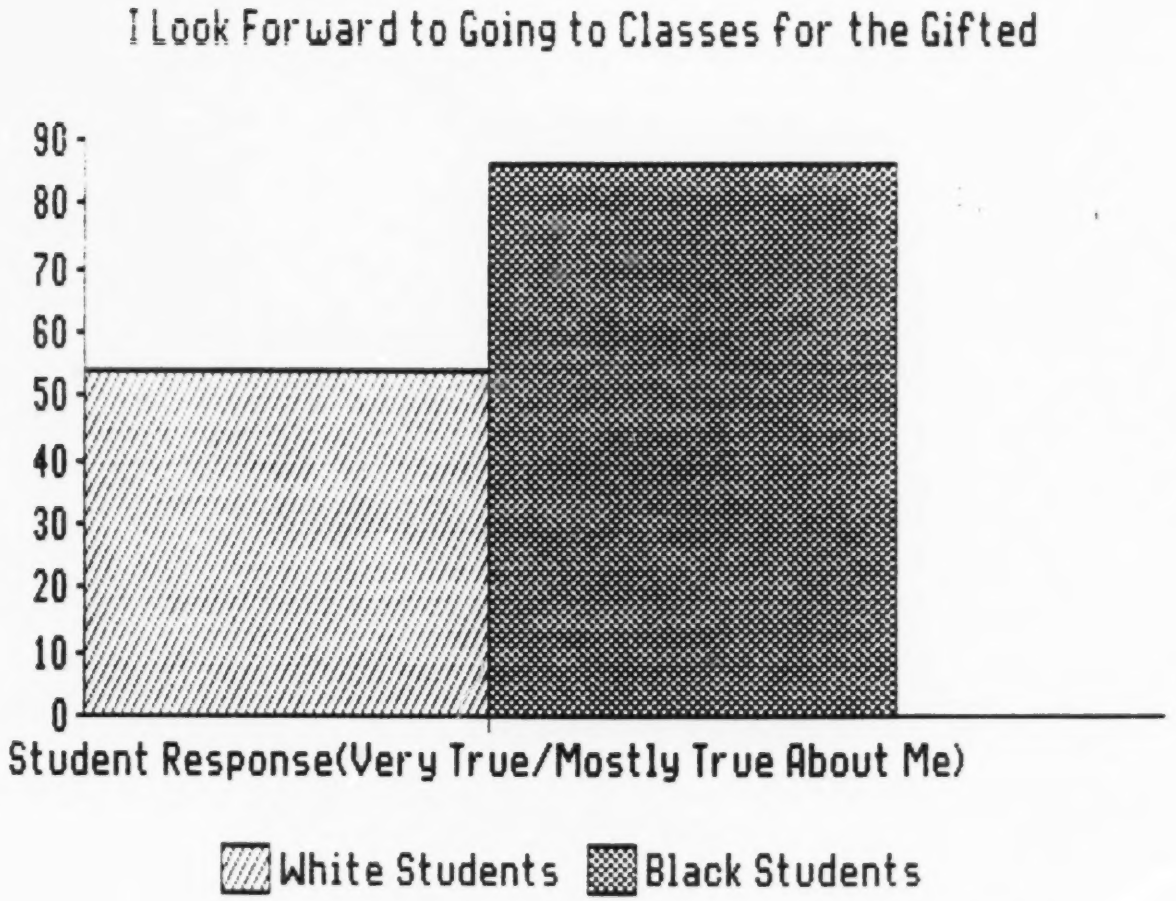

I Feel My Teachers Treated Me Differently
Because I was in the Gifted Program
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

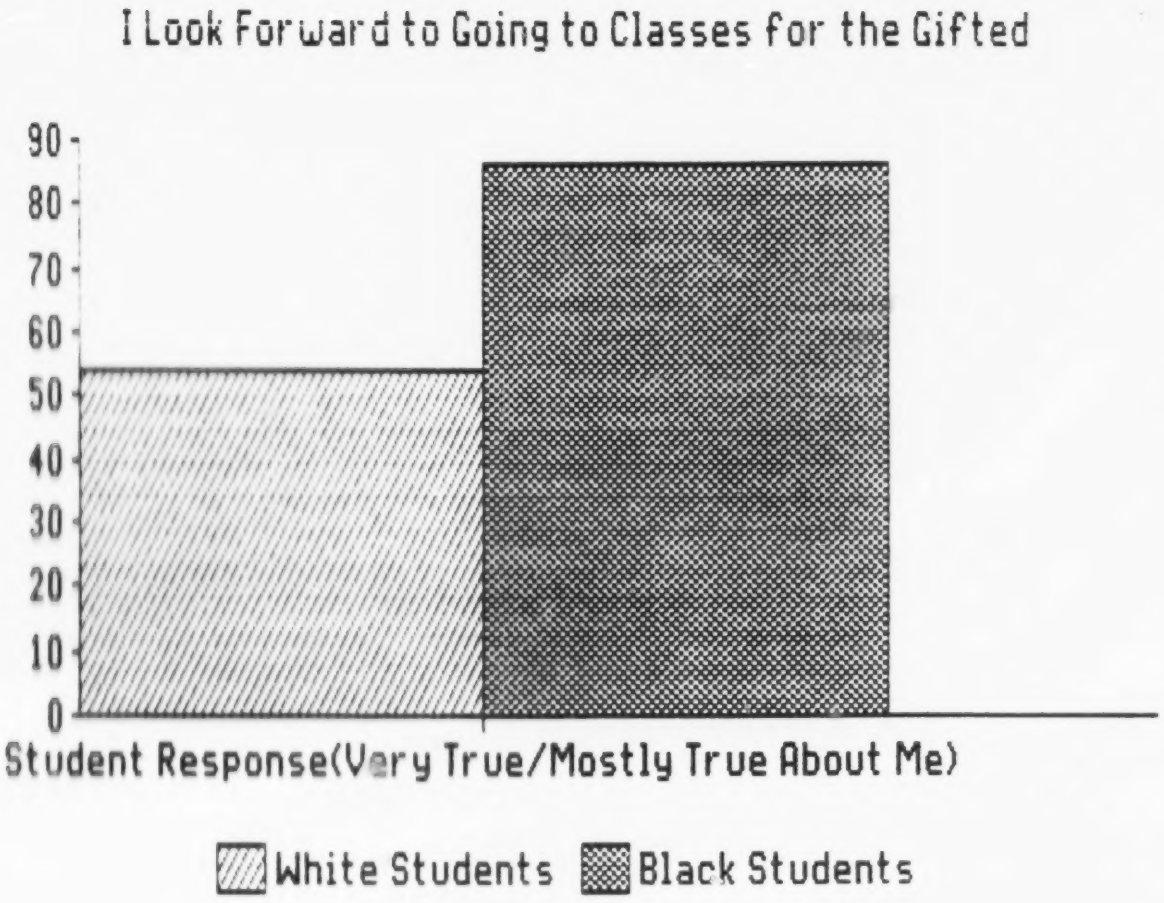

The Gifted Program was More Challenging
Than My Regular Classes
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

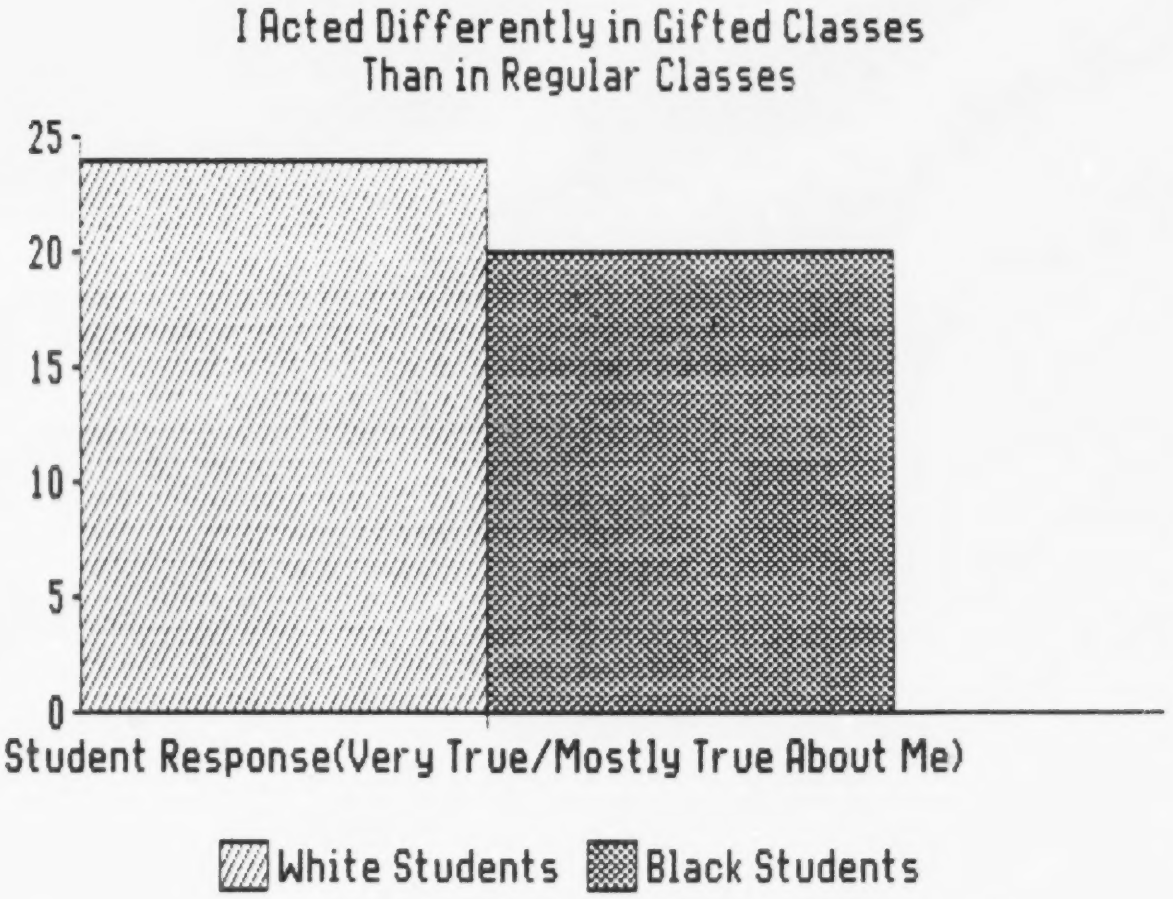

Beimg in the Gifted Program is Elitist
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students

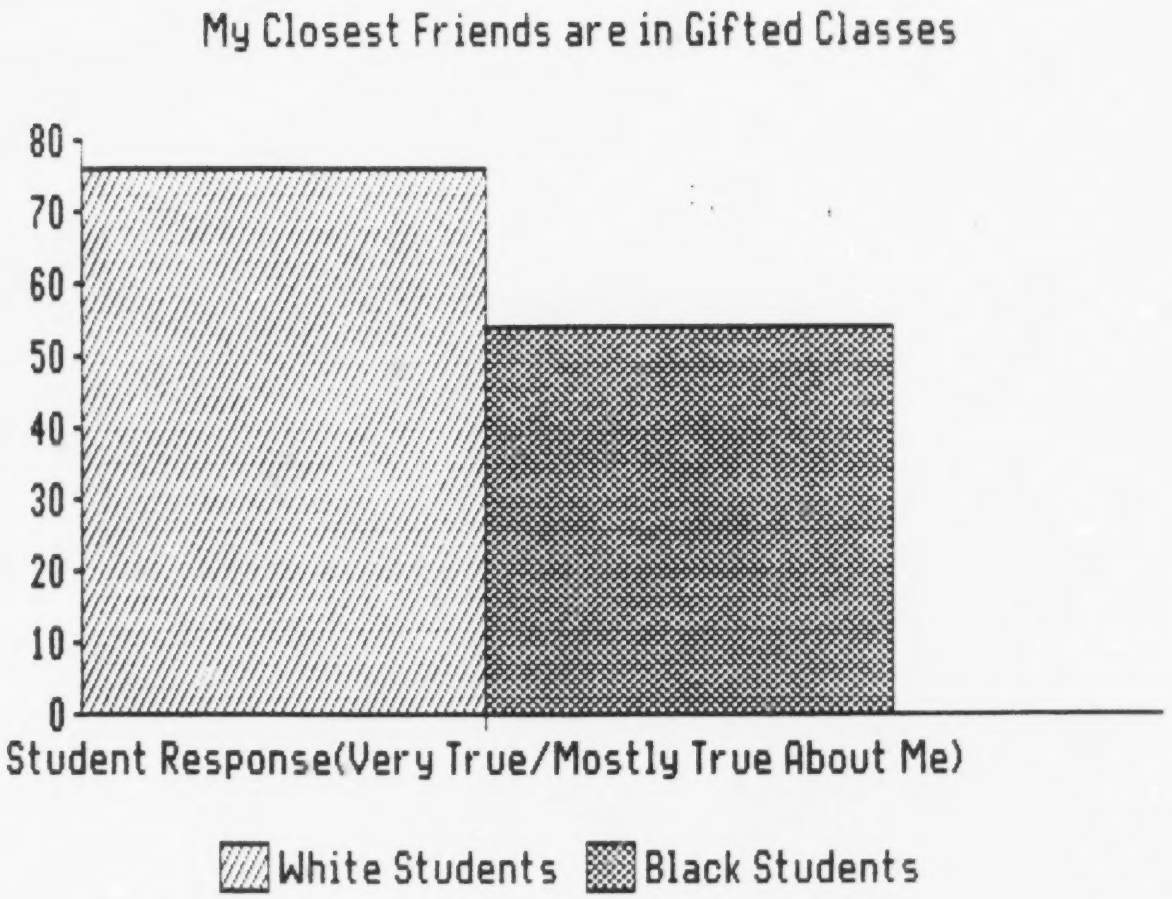

I Enjoyed the Gifted Program in Middle School
More Than Elementary School
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students


I Felt Better About Being in the Gifted Program
After the First Year or Two
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students


I Look Forward to Going to Classes for the Gifted
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students


I Look Forward to Going to Classes for the Gifted
90
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students


I Acted Differently in Gifted Classes
Than in Regular Classes
25
20
15
10
5
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students


My Closest Friends are in Gifted Classes
80
70
60
50
40
30
20
10
0
Student Response(Very True/Mostly True About Me)
White Students
Black Students